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**APPLYING PROBLEM-OF-PRACTICE METHODS FROM THE
DISCIPLINE OF HIGHER EDUCATION WITHIN THE JUSTICE
SYSTEM: TURNING THE CONCEPT OF THERAPY DOGS FOR CHILD
VICTIMS INTO A STATEWIDE INITIATIVE**

by

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A dissertation in practice submitted in partial fulfillment of the requirements
for the degree of Doctor of Education
in the College of Education and Human Performance
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Major Professor: Carolyn Hopp

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ABSTRACT

This Dissertation-in-Practice introduces a law enforcement concept-to-practice model designed by combining tested methods of organizational analysis often utilized by those in the discipline of education. The model incorporates a two phase design with the first phase focusing on implementing and evaluating innovative changes within a medium size law enforcement agency for a micro-level analysis. A second phase examines the ability to replicate the concept program on a statewide, macro-level, by incorporating a re-design method utilizing organizational resource and structure frames. The concept applied to this model was the introduction of a therapy dog interaction during investigations involving crimes against children to reduce anxiety and increase communication. The first phase concluded that the introduction of therapy dogs during law enforcement investigations had a statistical significance in the reduction of anxiety and increased disclosure rates with child victims, without interfering with judicial policies and procedures. The second phase produced a series of flexible options allowing law enforcement agencies of all types to replicate therapy dog programs that are consistent, cost effective, and sustainable. The overall results indicate the use of this concept-to-practice model was successful in examining and introducing an innovative concept that provided a significant impact in the complex organizations of the justice system.

I would like to dedicate this work to the men and women who work tirelessly day in and day out to assist our most precious victims, children of physical and sexual abuse. These individuals work countless hours going above and beyond on a weekly basis investigating some of the most horrific and traumatizing incidents that occur in our society. Their efforts often go without public recognition due to the confidentiality aspects that come with investigating these cases. They are driven by the need to seek justice for our innocent and keep the worst-of-the-worst out of our community.

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LIST OF ACRONYMS/ABBREVIATIONS

BCSO	Brevard County Sheriff's Office
CAC	Children's Advocacy Center
CC	Case Coordinator
CPI	Child Protection Investigator
CPT	Child Protection Team
DCF	Florida Department of Children and Families
FDLE	Florida Department of Law Enforcement
LOP	Lab of Practice
NCAC	National Children's Advocacy Center
PTSD	Post-Traumatic Stress Disorder
SRO	School Resource Officer
SVU	Special Victim's Unit

CHAPTER ONE: INTRODUCTION AND OVERVIEW

Defining of the Problem

Because innovative program concepts involving crimes against children are often rejected due to having to navigate rigorous laws and policies, the problem this dissertation in practice will address is how to implement a law enforcement therapy dog program that not only increases child victim disclosure rates, but conforms to organizational policies and judicial regulations while remaining in compliance with empirical research and evaluation methods. The guiding question for the dissertation in practice is: “Can the theoretical concept of using a law enforcement investigative therapy dog program be transitioned into a statewide initiative that adheres to the rigors policies and procedures while also using scientific methods for empirically proving to increase child victim disclosure rates?”

Overview of the Problem and Its Effects

In the realm of the criminal justice system investigating and prosecuting crimes is often dependent on the testimony of witnesses and victims. Without the testimony of these individuals those responsible for committing crimes have the ability to continue victimizing. Law enforcement officers and investigators are the individuals tasked with obtaining victim and witness statements to be used as testimony in criminal prosecution, which in some cases is a difficult task to accomplish. Often investigators encounter victims and witnesses who have been so traumatized by an event that the anxiety and stress endured causes a decrease in the ability to recall and communicate during the taking of statements and testimony (Lamb, Orbach,

Hershkowitz, Esplin, & Horowitz, 2007). This is especially true for the men and women assigned to investigating crimes against children.

Several barriers that exist when having to obtain detailed information from a child. Some of these barriers are problems outside organizational control, such as cognitive development or statutory laws regarding the procedures. Other barriers, such as the fear of talking with strangers, perceptions of police, or being away from parents, can be reduced depending on the abilities of the person conducting the interview. Yet, even with skilled interviewers, children are more reluctant than any other victim to disclose the details of abuse (Wolfteich & Loggins, 2007; Walsh, Lippert, Cross, Maurice, Davison, 2008; Alaggia, 2010; Faller & Nelson-Gardell, 2010; Malloy, Brubacher, & Lamb, 2011; Katz, Hershkowitz, Malloy, Lamb, Atabaki, & Spindler, 2012; Schonbucher, Maier, Mohler-Kuo, Schnyder, Landolt, 2012). What makes investigating these cases even more challenging are the judicial limits on the number of interviews a child can be subjected. In some jurisdictions, child victims are limited to fewer than three interviews during the entire judicial process with the initial investigation limited to just one. This limit on interviews causes the already difficult task to become even more challenging for investigators. Therefore a significant problem can exist when a child does not disclose the abuse he or she has been exposed to. The last thought any investigator, law enforcement administrator, or member of society wants to experience is finding out that a child did not talk about an abusive experience, all because he or she did not feel comfortable, and was returned to an abusive situation. Unfortunately this is a reality many of the children who enter the criminal justice system may experience because they do not disclose abuse (Hebert, Tourigny, Cyr, McDuff, & Joly, 2009).

Alternative approaches to combating the low disclosure rate are often subjected to the rigorous laws and procedures of the justice system. The barriers created restrict the ability for possible methods of increasing disclosure rates from being implemented. An example of an alternative approach is the use of a therapy dog to comfort and reduce anxiety in child victims during the investigative process. The use of therapy dogs has been accepted by the judicial system to the point that there is a statutory law in Florida allowing therapy dogs for child victims (Florida Statutes, 2011). Yet, when attempting to create programs for implementing the use of therapy dogs, resources and structures of the organizations involved limit the ability to conduct proper program development that will survive the complex guidelines of the justice system.

Organizational Context

The Brevard County Sheriff's Office is the largest law enforcement agency in Brevard County and consists of over 1500 employees, with over 600 being sworn law enforcement officers. The overall mission statement is "*building community and professional partnerships which are committed to excellence and integrity while striving to reduce crime with fair and equal treatment for all*" (Brevard County Sheriff's Office, 2015). Like most law enforcement organizations, the agency structure and leadership is paramilitary format with a chain-of-command, uniform regulations, and rank management system. Because many of the duties involved with policing are guided strictly through statutory and judicial laws, having the paramilitary organizational model allows for administrators to properly manage officer performance under strict supervision. The investigative aspect of the Brevard County Sheriff's Office is also similar to other law enforcement organizations, being that the organizational framework shifts away from the uniformed paramilitary style of patrol. The investigative

branches of the Brevard County Sheriff's Office are more of a bureaucratic model of leadership. Although investigations are also guided strictly by statutory and judicial regulations, investigators are often given a more independent role and conduct themselves in a business style of management. This is why most investigators are usually observed in business attire instead of the traditional police uniform. Not only does the bureaucratic model allow for a more relaxed organizational structure, but the interactions with citizens can be more personal. This is due to the reduction of the militaristic style perception and transitioned to the business professional for the purpose of obtaining a higher probability of communication and cooperation.

Organizational Structure of Investigative Units

Another area that is removed from the investigative roles is a rank structure. Although mid-level supervisors are of rank, all investigators hold the same title as an Agent, or also known commonly as a Detective. There is no evident hierarchy but more of a progression of investigative assignments. Most investigators begin their investigative career in the General Crimes Units. These units exist and are under the supervisions of the individual precincts throughout the county and focus on felony crimes such as burglary and theft. More senior investigators move into the specialized units such as auto theft, gang suppression, fugitive apprehension, and narcotic distribution. The pinnacle of investigations is the Major Crimes Unit, which consists of the Special Victims Unit, Sex Offender Registration and Tracking Unit, and Homicide. The reasoning for the division of units is based off the expertise involved with investigating the different types of crimes.

Because guidelines and procedures within law enforcement are highly structured, it can be difficult for a single investigator to navigate through the spectrum of judicial processes for so

many different types of crimes. For example, laws regulate the processes and rights of victims of sexual assault. Investigators are responsible for ensuring that these victims receive all the assistance and processes they are entitled to, or the individual agency could be subjected to a lawsuit. Having an organizational structure that separates certain crimes from others allows for investigators experienced in certain areas to focus on those specifics and ensure that the organization is providing the best service available. Not only is this a priority for the organization but the public also demands priority by when dealing with serious crimes.

An additional organizational structure is added to some individual investigative units. In the Special Victim's Unit, investigators are part of a multi-organizational team that includes social services entities and non-profit organizations. In addition to understand the judicial process of their own job duties, investigators learn the guidelines and procedures of the additional personnel involved from outside organizations. This is why when attempting to implement change in practice outside organizations need to be examined as well.

Investigating Crimes Against Children

For the Brevard County Sheriff's Office, Special Victim's Unit, the practices involved with investigating crimes against children is structured through statutory and judicial laws. The overall goal is to minimize the trauma that comes with being victimized while also gathering the detailed information needed to prosecute criminals. When an allegation is first reported, either through the Florida Abuse Hotline or from local contact with law enforcement, a patrol officer is notified. At that time, a multidisciplinary investigative approach is initiated. This consists of a dual and simultaneous investigation with a Child Protection Investigator, (CPI), from the Department of Children and Families, (DCF). The responding police officer and DCF

investigator work side-by-side as they speak with the reportee, witnesses, and/or victim to determine if there is an allegation of abuse. Determining whether or not an allegation may have occurred does not necessarily depend on a victim making a statement about the abuse to the responding officer or DCF investigator. In most cases it is an unusually observed behavior or a suspicious statement made by a child to a parent or guardian, actual physical evidence of abuse, or third party hearsay that alerts the initial investigating party. If the incident reported is not articulated as abuse, the incident is documented in a written report, and the investigation is closed. If during the initial contact an allegation of abuse appears to have possibly occurred, a second stage of the investigation is initiated.

During the second stage, if the initial investigating officer is unable to prove or disprove the allegations, he or she then contacts a Special Victim's Unit investigator. The Brevard County Sheriff's Office, the Special Victim's Unit, (SVU), consists of ten major crimes investigators who assume child abuse investigations. Upon being contacted by the responding officer, information about the case is passed onto the SVU investigator who then makes contact with the Child Protection Team, (CPT). The Child Protection Team is another member of the multidiscipline team approach to handling child abuse investigations which consist of specialized interviewers, counselors, and medical staff who are tasked with documenting and retrieving possible evidence. The Child Protection Team is assembled by the Children's Advocacy Center, (CAC), which is a nationwide non-profit organization that is designed to assist the process of investigation crimes against children by providing a neutral and child friendly environment. Upon contacting the Child Protection Team, the SVU investigator schedules an appointment for the child victim, usually within a 24 to 48 hour period. Once the appointment is made, the SVU

investigator and the responding DCF investigator meet with a Case Coordinator, (CC), at the Children's Advocacy Center. Depending on the child's age, usually ages 2-16, or the cognitive ability, the Case Coordinator takes on the responsibility of conducting a specialized/forensic interview with the child victim. These specialized/forensic interviews are conducted in such a manner that most judicial jurisdictions in the U.S. have considered the interviews acceptable for qualifying a child's statement as admissible for court testimony. The specialized/forensic interviews play a key role in the investigative process. For the 18th Judicial Circuit, which is the judicial circuit for the Brevard County Sheriff's Office, the standing Judicial Administrative Order is that a child victim may be subjected to only one specialized/forensic interview during the initial investigative process (Eaton, 1991). Therefore, obtaining the information needed to develop enough evidence to affect an arrest of a suspect needs to be obtained during this specialized/forensic interview. If there is not enough information obtained, the SVU and DCF investigators must rely on physical evidence and additional statements from other individuals. If there is no evidence or additional witness, which is more commonly observed with crimes against children investigations, the case is closed and the child is returned with the possibility of being subject to the previous abusive environment.

After an investigation is conducted and an arrest is made, the SVU investigators forward the case to the State Attorney's Office for prosecution. The child victim will experience a second interview, in most cases months later, this time with assigned prosecutor to the case. This second interview is designed to allow the prosecutor to confirm the original statement and determine whether or not the child will be able to handle the stressors of having to testify in front of a jury and the suspect. If it is believed the child can handle the stress of testifying then the

case will move forward with prosecution. If the child appears to experience anxiety with having to articulate the events of their abuse, then the attorney may choose to offer the suspect a lesser punishment with an agreement to avoid a trial, (plea bargain), or the prosecutor may drop the charges all together. For the prosecutor, the decision to drop or plea bargain a case may be based solely on reducing the trauma on the child and amount of evidence, not just whether or not the case can be won in trial.

History and Conceptualization (Local, National, and International)

Child Abuse Investigations Over Time

When examining the organizational history of how the Brevard County Sheriff's Office handled child abuse investigations revealed that the development of a specialized unit like SVU was only implemented within the last two decades. Prior to 1990, most child abuse investigations were handled the same as general crimes, meaning children were interviewed and treated the same as adults. It was not until the early 1990's that policies began to focus more on the processes involved with investigating crimes against children. In 1986, Florida Statute 914.16 was passed into law requiring that the Chief Judge within each judicial circuit be required to set limits on the interviewing of children (Florida Statute, 2011). The Judicial Administrative Order for the 18th Judicial Circuit in Brevard County, which was created in 1991, also introduced the processes of using the multidiscipline approach (Eaton, 1991). The Order proposed the one interview limit for child victims during the initial investigation, and most individuals involved with investigating crimes against children agree is a barrier of communication.

To address the communication barrier, in the year 2000, the Children's Advocacy Center was created within Brevard County and the protocols for interviewing were referred to the Child Protection Team, Case Coordinators. Law enforcement investigators were directed to no longer conduct the interviews with children and allow for the trained Case Coordinators to conduct the specialized/forensic interviews. At first, many investigators were reluctant to allow child victims to be interviewed by someone else, but it was quickly learned that the CAC and multidiscipline approach allows for resources and staff that would not be available if the Sheriff's Office attempted to provide the services themselves. Having the organizations attached to the multidiscipline approach alleviates many processes and cost from law enforcement. Over the last two decades, the processes for how children are treated within the justice system have changed significantly, with roles shifting to organizations that are non-law enforcement to protect children from trauma. Yet, even with the processes enacted to reduce the trauma and create a better environment, the ability to obtain statements from children appeared to be a significant problem. For many of the SVU investigators, the symbolic gesture of possibly returning a child to an abusive situation because of policies that create barriers in communication was a stressor that resulted in many choosing to leave SVU investigations altogether.

This stressor was also witnessed among DCF and CAC employees as well. For others the frustration of not obtaining the information needed from child victims was reflected back towards their organizational relationships, creating the negative perceptions of the protocols and services provided by the multidiscipline team approach. This could be attributed across all the organizations due to helpless feeling of not being able to make changes or implement new programs to assist.

Historical and Current Treatment of Child Victims

When focusing more on implementing programs for child victims, law enforcement reluctance and education are not the only barriers. Legal and structural process within the justice system are so complex and confidential that even if law enforcement reluctance is eliminated obtaining data to examine programs is difficult (Hirschinger, Forke, Kenyon, Zhang, & Schwarz, 2014). The problem with obtaining information from children are not just associated with the State of Florida (Marchant, 2013). The topic of child interviewing in the United States became a legal issue in the early 1980's. Since that time, there has been research conducted throughout the World which has helped create the current protocols used in the justice system.

In understanding the importance of child interviewing, we must also realize the effects it can have on everyone involved in an investigation.

In the 1980's there were several criminal cases that focused on the statements made by children that resulted in the arrest of innocent individuals. One case in particular, *California v. McMartin*, resulted in the owner of a daycare and her son being arrested and charged with over 50 counts of child abuse (*McMartin v. County of Los Angeles*, 1988). During the trial, it was exposed that the interviewing techniques used were so suggestive and leading that the children answered the questions falsely (Mason, 1990). This resulted in one of the most expensive and lengthy trials in the United States and placed an innocent man in jail for nearly five years while awaiting the not guilty verdict (Garven, Wood, & Malpass, 2000).

Early Research

After witnessing cases such as the McMartin trial, criminal justice practitioners, social service agencies, and academics began to work together in order to determine proper protocols and procedures for interviewing children. Initial research provided the guidelines for what not to do with interviewing children (Ceci & Bruck, 1995). Research on child communication suggested that children cared more about pleasing the interviewer and when subjected to suggestive, closed-ended style of questioning, they answered the questions the way they believed the interviewer wanted them to answer, not the actual truth (Ceci & Bruck, 1995). As studies moved forward, research showed that when children were asked non-suggestive, open-ended questions, the children had to create an answer based off their memory and recall (Jones, Cross, Walsh, & Simone, 2005). The open-ended style of questions allowed for the statements made by children to be examined along with their cognitive ability to determine if a child was creating a false or fantasized statement, or if the statement was qualified as accurate and truthful (Lamb, et al., 2007; Saywatz, Lyon, & Goodman, 2010).

Another barrier to child interviewing is the effects of the criminal justice process on the children themselves. Throughout the 1980's, many of the agencies involved with investigating crimes against children often conducted their own separate interviews. Law enforcement, child protective services, prosecutors, and mental health professionals were all interviewing children at different times and using different methods. Many of these practices highlighted the ability to cause harm and solicit false statements from children due to the suggestive style of interviewing which confused children and added trauma as the children were continuously subjected to talking about the abuse (Lamb, et al, 2007; Saywitz & Camparo, 2009). As research on the interviewing

of children developed, an overall design template became a nationwide practice of suggested protocols for handling child victims. Although there are several different versions to the protocols, the main focuses were: 1) reduce the number of interviews, 2) provide an environment that is friendly and reduces the traumatic effect, and 3) use trained interviewers who utilize non-suggestive, open-ended techniques.

Developing Current Procedures

Research on the effects children experience while in the judicial system showed that previous practices re-exposed the children to the abuse continuously over a period of time due to the constant questioning and due process procedures of the accused (Jones, Cross, Walsh, & Simeone, 2005). A review of several criminal cases involving child physical and sexual abuse in the State of New York revealed that fewer than half of the cases involving children made it completely through the justice system, mostly due to the children's inability to continue due to the trauma of re-victimization (Walsh, Lippert, Cross, Maurice, & Davidson, 2008). When looking into what steps need to be taken to reduce re-victimization, researchers suggest that multidiscipline team investigations were more effective than non-multidiscipline when examining disclosure rates among child victims (Jones, Cross, Walsh, & Simeone, 2005). One of the key variables located within the multidiscipline investigations that led to more detailed interviews was the ability to have trained interviewers who were aware of cultural dynamics and subculture norms that assisted in building an initial rapport with the victims (Cohen, Deblinger, Mannarino, & de Arellano, 2001). Additional research on proper treatment and multidiscipline investigations agreed that building rapport leads to locating the communication barriers which can then be overcome during the interviews, especially when there are cultural and

socioeconomic differences (Fontes & Plummer, 2010). Other studies on multidisciplinary investigative approach show that case efficiency rates were much higher than when organizations acted independently. A study on 80 counties in the State of Minnesota showed that child victim investigations conducted by multidisciplinary agencies with special protocols that included rapport building and trauma reducing techniques had much higher case closures than standard law enforcement or child protective investigative agencies (Lightfoot & LaLiberte, 2006).

Reducing Trauma

Other research also suggested that the number of times a child is interviewed can also affect the credibility of the child statement and can cause additional trauma to the child (Kolko, Hurlburt, Zhang, Barth, Leslie, & Burns, 2010). Children who are re-exposed to the abuse by having to flow through the criminal justice system showed significant delays in therapy (Shipman & Taussig, 2009). This was attributed to the process of the justice system causing the child victims to be interviewed multiple times over a delayed period (Sedlak, Schultz, Wells, Lyons, Doueck, & Gragg, 2006). From the time an incident is reported to the time the case enters the trial period, a child may have been interviewed more than ten times over a span of two years (Lefkowitz, Prout, Bleiberg, Paharia, & Debiak, 2005). Experiencing interviews with law enforcement, social services, attorneys, and then finally during trial, the child had been forced to re-live their traumatic experience every time an interview is conducted. It is this process that often times has the child, or child's parents, refusing to continue on in the justice system, resulting in dropped criminal cases or a plea bargaining for lower punishment for the suspect (Walsh, Lippert, Cross, Maurice, & Davison, 2008).

For reducing the number of interviews, protocols were developed to utilize a multidisciplinary approach (Newman, Dannenfelser, & Pendleton, 2005). By creating a protocol for which law enforcement, child protective services, and mental health counselors are all present during the initial report of abuse, investigative agencies could reduce the need for multiple interviews with the child. By utilizing video and audio technologies children now only needed to be interviewed one time, allowing for fewer traumatic effects from future interviews and eliminating inconsistencies between one interview to another (Kistin, Tien, Bauchner, Parker, & Leventhal, 2010).

One process for interviewing children that was considered more effective was the creation of a Children's Advocacy Centers, (CAC), which provided a neutral environment centered on children (Jones, et al., 2005). These advocacy centers provided trained child forensic interviewers who conducted recorded interviews in special rooms designed with child themes, along with an array of other services, such as physical exams and mental health counseling (Lamb, et al., 2007). By the turn of the century, more than half of the states in the U.S. had adopted the CAC protocols, or protocols that were very similar.

Disclosure Rates

Even with protocols that are designed to obtain the truth and reduce traumatic effects on children, research also suggested that the average rate for which child victims disclose the abuse is between 30-40% (Wolfteich & Loggins, 2007; Walsh, et al., 2008; Alaggia, 2010; Faller & Nelson-Gardell, 2010; Malloy, Brubacher, & Lamb, 2011; Katz, et al., 2012; Schonbucher, et al., 2012). This means that there is a possibility that more than half of the children law enforcement

and social services investigate for abuse may have the potential of being returned to their abuser due to the inability to communicate what has happened to them.

When looking into disclosure rates, studies often focused on self-reporting data from surveys on adults about their childhoods. One study in Canada examined self-surveys that indicated more than 20% of the adults that were sexually abused as children never disclosed the abuse, with another 57% not disclosing the abuse until they were adults (Hebert, Tourigny, Cyr, McDuff, & Joly, 2009). Another study which interviewed teenagers who had been child victims of sexual abuse indicated that less than one-third of the children disclosed the abuse to their parents (Schonbucher, et al., 2012). Additional studies on adults in treatment for child sexual abuse showed that only 20-40 percent of those victims disclosed abuse as children (Alaggia, 2010). When attempting to understand why so many children do not disclose, research showed that when interviewers neglected or spent little time in the rapport and introduction stages, children disengaged and were very likely to withhold information (Katz, et al., 2012). Furthermore, a quantitative study that focused on cases of child abuse that had unequivocal evidence that the abuse occurred prior to the interview showed that more than 75% of the children did not disclose abuse until the second or third interview (Leander, 2010). These studies, which were diverse and both qualitative and quantitative all support that disclosure rates among child victims are within 20-40 percent during the investigative stages.

Barriers to Communication

One of the main reasons child abuse investigations have become so structured is due to the research on the possible effects on the child after the abuse. A ten year study on child victims and the effects of the abuse showed that trauma related incidents in the children caused

cognitive impairment, higher-risk of sexual activity, depression, substance abuse, anxiety disorders, and poor social and relationship skills (Cohen, Deblinger, Mannarino, & de Arellano, 2010). Another study that consisted of reviewing the cases of over 1,800 child victims, showed that there was symptoms of Post-Traumatic Stress Disorder, (PTSD), at the time the abuse was discovered, with more than 12% of the children experiencing even more symptoms after the abuse was detected and the child was in treatment (Kolko, et al., 2010). This same study also suggested that children under the age of 7 may experience far more symptoms due to the data showing that the younger the children were, the more symptoms they experienced. An additional study indicated that children abused by family members had much higher symptoms of PTSD and most had significant symptoms into adulthood (Ullman, 2007).

Anxiety Reducing Tactics

As far as treatment and reducing anxiety symptoms, research that compared training and communication barriers within the child investigative agencies showed that agencies who did not focus on trauma reduction practices or have the training to communicate with parents on anxiety symptoms had a significantly higher number of child victims reporting PTSD symptoms later in life (Montoya, Giardino, & Leventhal, 2010). A study that showed success in combating PTSD symptoms after the abuse was discovered indicated that those child protection agencies which focused on reducing trauma throughout the investigation and communicating with parents had more reductions in PTSD symptoms after the investigative process (Shipman & Taussig, 2009).

When examining communication barriers in treatment of individuals suffering from PTSD, stress and anxiety can play a key role (Davidson, 2003). Studies conducted on effects of stress indicate physiological reaction that can slow cognitive abilities, create an inability to recall

events, cause irritability during counseling, and show a lack of participation of individuals in treatment centers for PTSD (Farrell, 2010). These symptoms were also observed in many of the child victims being interviewed. This would indicate that children experiencing higher symptoms of stress or anxiety will be more reluctant to communicate and disclose the abuse. More recent studies on reducing stress and anxiety symptoms have been conducted by the Department of Veteran Affairs, (VA), while treating military combat Veterans and military victims of sexual assaults. After several years of studies by the VA, one of the most significant studies for reducing PTSD symptoms was the use of animal-assisted therapy (Carlson & The Department of Veteran Affairs, 2009).

Animal-Assisted Therapy

A study conducted on Veterans and the use of a therapy dog showed that biological reactions in the brain, such as serotonin and dopamine increases, indicated that the presence of a therapy dog had similar reactions as the pain narcotic Oxycotin (Montroll & The Industrial College of the Armed Forces, 2011). The researchers in this study indicated that the Veterans exposed to therapy dogs had a significant reduction to insomnia, physical pain, drug addiction, and major anxiety. The therapeutic treatment of PTSD with the highest participation rate was completed by military members who had obtained a therapy dog or were attending therapy dog interactive counseling (Carlson & the Department of Veteran Affairs, 2009). One area of this study showed a significant contributor to the treatment was the ability to reduce anxiety and increase communication between the patient and staff through the use of a therapy dog interaction (Lefkowitz, Prout, Bleiberg, Paharia & Debiak, 2005).

Other research suggesting therapy dogs can reduce anxiety and increase mood was conducted in assisted-living facilities where elderly and disabled patients are often treated for depression. Observational and survey data was completed indicating that the therapy dogs had a significant effect on a more positive mood on both patients and staff members (Colby & Sherman, 2002). Additional studies of therapy dogs and treatments in mental health focused on dementia patients and memory recall. One particular study showed that the therapy dogs increased mood and caused patients to score higher than normal on small quizzes designed to measure memory recall ability and dementia symptoms (Kanamori, Suzuki, Yamamoto, Kanda, Matsui, Kojima, Fukawa, Sugita, & Oshiro, 2001).

Expanding Practice

When referring to the literature on reducing high levels on anxiety, one of the better practiced techniques was observed within the Department of Veteran Affairs and the use of animal-assisted therapy. The research suggested that the use of therapy dogs increased communication and participation with counseling (Carlson & The Department of Veteran Affairs, 2009), which indicate that the use of therapy dogs interactions could also increase communication in children suffering anxiety as well. Other studies focused on the use of therapy dogs for child victims had positive results in courtrooms (Parish-Plass, 2008), some of which are located in the State of Florida (Courthouse Dogs, 2012). With the acceptance of using therapy dogs within the justice system being strong enough to allow for a state law to be passed for child victims, and knowing that the current procedures cannot be adjusted without judicial backing, the problem of practice factors shift to examining a program design for implementing alternative ways to reduce anxiety prior to a child being interviewed.

The use of a therapy dogs for child victims during the multidiscipline team approach has not only been approved but is guided by Florida State Statute 92.55(4) (Florida State Statute, 2011). Implementing a therapy dog program within the multidiscipline team with the number of organizational and judicial barriers occurring is highly complex. Therefore it is critical that the program design focus on multiple facets of individual and organizational factors on local, state, and national levels in order to accomplish the goal of creating a therapy dog program for child victims that can be replicated throughout Florida and the U.S.

Factors Impacting the Problem

After reviewing the literature on child victim disclosure rates, evidence supports that anxiety reducing techniques and rapport building are the key factors for increasing communication. Additionally, the use of tactics such as the introduction of a therapy dog have shown potential for effectively reducing anxiety and building rapport. Yet, when attempting to apply the concept of a therapy dog team for child victims in the criminal justice system a factor impacting the ability to utilize such a tool is the absence of proper program implementation models and use of scientific methods for evaluating program effectiveness. This lack of proper program design and evaluation methods leads to inconsistent program development as additional law enforcement agencies improperly replicate concepts resulting in negative outcomes such as depleted resources and unintended negative effects (Thistlewaite & Wooldredge, 2010).

Law Enforcement Program Development

When examining some of the issues with law enforcement and program implementation, it was discovered that the culture of law enforcement has been considered closed off for decades

(Cordner, 2011). This means that as a culture law enforcement organizations are often reluctant to work with, or allow, professional practice outsiders to evaluate their performances. One of the main reasons for the cultural organizational barriers is due to the number of negative perception researchers and the media have previously placed on police (Schulhofer, Tyler, & Aziz, 2011). Studies with researchers requesting to look at arrest statistics which then turn around and suggest findings of racism, profiling, and corrupt practices (Reitzel & Piquero, 2004; Eitle & Monahan, 2009; Kochel, Wilson, & Mastrofski, 2011) cause law enforcement administrators to shy away from academic based research projects. When kept out of the culture of policing, researchers are left to find their own ways to produce data driven projects that often paint negative pictures of law enforcement. For instance, by obtaining survey perceptions from those who police are often targeting, which are the criminals and criminal filled neighborhoods, results are quick to blame police practices as being discriminatory and not looking into crime causing problems such as social inequalities (Taylor, Turner, Esbensen, & Winfree, 2001; Brunson, 2007; Gau & Brunson, 2010). Academics are more often than not conducting research on what law enforcement is doing wrong and this causes most administrations to avoid academic research altogether (Schulhofer, Tyler, & Aziz, 2011).

The reluctance to allow academia in law enforcement has been ongoing since the battle of increasing law enforcement education standards which began in the early 1900's (Vollmer, 1926). Due to mandatory standards for higher education being absent from a majority of police organizations, the lack of higher education only adds to the complexity problem (Hital & Densley, 2013). Additional barriers to accessing the law enforcement culture is when programs have been created using professional program design but fail replication due to the inability to

adapt to all types of law enforcement agencies (Thistlewaite & Wooldredge, 2010). Programs like DARE, Community-Oriented Policing, Domestic Violence Mandatory Arrest, and Zero Tolerance Policing are all examples of programs forced on law enforcement agencies across the nation which showed success in some agencies but significant failure in others (Frost, Freilich, & Clear, 2010). This is due to a common misconception among both outside program designers and academic researchers in which they focus their attention on the large police organizations like Los Angeles, New York, and Chicago (Cronkhite, 2007). Because law enforcement agencies consist of mostly small and medium size, rural and suburban, populations with all types of demographics, programs and research designed within large metropolitan areas are found to be unreliable in other agencies (Fyfe, 1980; Sousa, 2010).

Current Change in Practice Procedures

Implementing change from the practitioner perspective is difficult in a complex organization especially when there are multiple barriers of organizational, procedural, and cultural issues to examine. The process of implementing change in law enforcement usually comes in three different forms; 1) interagency, 2) outside agency, and 3) law and policy. The interagency change process consists of a suggestion or idea being brought to the sheriff, chief, or upper command staff, who then approves or disapproves the idea. Implementation is simple and occurs upon approval. These changes are normally minor and involve only agency practices. An example of this would be the design of patrol vehicle decals. This form of change is common and would not be used within changes of professional practice. The second type is outside agency change, or influence. This occurs when a different law enforcement agency implements a change that shows success, which is then adopted by others. One example of this type of

program implementation is the Field Training Officer, (FTO). This program was started by the San Jose Police Department in the late 1960's and was adapted and modified by many agencies around the United States (Fagan & Ayers, 1985). As administrators attend occupational trainings and conferences they are subjected to ideas other agencies have adopted and the FTO program was slowly suggested and implemented by most medium and large law enforcement agencies in across the United States during the late 1980's.

Although outside agency change could be considered practitioner based development, the lack of proper framing and design models can cause possible problems to be overlooked. Because law enforcement agencies vary in size, structure, and resources, many program designs are flawed and can cause negative effects. When programs are implemented using the outside agency process, the probability of success is that the program will only be successful in agencies that are similar in size and structure to the lead organization. Other agencies that have different dynamics as far as available recourses and geographic locations may experience a failed program with negative harm being placed on the society as the law enforcement agency regroup. An example of this is how initiating a FTO program that is successful in a large agency is not sustainable for medium and smaller agencies as it is too costly and can deplete the agency budgets. This can result in smaller agencies being forced by government changes, which require consistency among law enforcing, to implement programs that depletes or strains budgets, resulting in a disadvantage of service to citizens.

The third type of change is implemented by policy and law. This occurs when a significant incident, or accumulation of incidents, is highlighted by the public, media, or academia which causes politicians to change the procedures through legislation. An example of

this type of change is the School Resource Officer programs, which implemented as a response to the Columbine High shooting incident in 1999 (Clark, 2011). This public push for safety in schools caused many agencies to implement SRO programs for every school within each jurisdiction. Some of the issues involved with having politically motivated program implementations is there is not a consistent process for adapting or reviewing program designs prior to implementation. This often leads to failing programs because resources and sustainability options were neglected.

When examining the processes of the third type of change, which consists of law and policy adoption, law enforcement often experiences similar results of unintended negative consequences. Many law enforcement agencies depended on federal grants to keep officers within schools as part of the SRO programs. When the grant money was no longer available, the programs were determined to be unsustainable and therefore many schools had their SRO's removed. In a little over ten years, the Sandyhook Elementary School shooting that occurred in December 2012, caused the public perception to shift again and the demand for officers in elementary schools was unable to be fulfilled by many law enforcement agencies, creating a negative image of police organizations neglecting the safety of elementary school children (Chuck, 2013). Many law enforcement agencies had already experienced reduced budgets due to the 2005 economic recession, and with the political and public demand for school security, agencies were forced to eliminate other programs in order to meet the demands. In one case in the State of Florida, an outraged parent used her own money, nearly \$35,000, to put armed security in her child's school since the law enforcement agency in her community stated they could not afford to provide it (Chuck, 2013). This was just one example of how law enforcement

practitioners often bear the burden of a negative perception and organizational pressure due to failed programs forced upon the law enforcement field by outside influences. When programs are forced among the agencies and then produce negative results, law enforcement practitioners become cautious and reluctant to accept change from outside the occupation. Therefore, the program design needed to implement a program for the use of a therapy dog in law enforcement cannot be created using any of the previous three methods. The design for this program needs to include a facet of lenses to ensure that all aspects of the organizational processes are acknowledged and provides a flexible design with options for replication in other agencies.

The Overall Model Design

Program Scope

When addressing the goals of the problem of practice, the therapy dog program design purposes are to 1) Implement a therapy dog K-9 team that could deploy during investigations of crimes against children without interfering with the judicial and organizational processes, 2) reduce stress and create communication with children to effectively increase disclosure of abuse, 3), designed in a manner so other law enforcement organizations throughout Florida and the United States could replicate the program, and 4) have benchmarks and a data collecting method backed by empirically guided research in order to expand on areas such as the use therapy dogs, best practices for interviewing child victims, and program implementation in a complex organization such as law enforcement. In order to accomplish the goals a program implementation model will be constructed using tested design and evaluation methods often utilized in the occupational discipline of educational institutions. Because educational

institutions have professionalized applying academic research-practitioner concepts to address best practices from the classroom to national initiatives, it is believed that these same concepts can assist in creating a program implementation model in law enforcement as well. Although the organizational framework of law enforcement and educational institutions may be observed as significantly different, what is similar are the social cause and effect relationships of change. Public demands and oversight, the rigors of following laws and policies, restriction of resources, and practitioner resistance to change are all examples of elements most social service organizations like law enforcement and educational occupations tend to navigate when attempting to implementing change. Therefore, by assembling tested methods used in educational researcher-practitioner program development, the concept of the law enforcement therapy dog will not only be implemented to examine whether or not the concept can increase disclosure rates in child victims, but to examine whether or not the researcher-practitioner model created can effectively implement a concept-to-practice program in the law enforcement and criminal justice settings.

Model Overview

To accomplish the program goals the model is divided into two phases, a micro and macro analysis of the program. The first phase consists of constructing an 18-month therapy dog pilot-program in Brevard County, Florida, involving the multidiscipline investigative approach. This phase of the program examines the single agency, or micro-level, processes of implementing the use of a therapy dog into child abuse investigations. By analyzing the organization through theoretical framework, best practices and reliable benchmark data will be obtained to properly evaluate the program model. Upon completing the program an evaluation

will determine if goals 1 and 2 have been successfully completed, what changes or suggestions can be made to make the program successful, or if the program had no effect.

Once the pilot-program has revealed goals 1 and 2 have been accomplished, the second phase of the program design will begin. The second phase consists of a re-design of the pilot-program and will examine the program on a statewide, or macro-level, for the objective of replicating the concept throughout the State of Florida. Using organizational theoretical framework an examination of the structures and resources for implementing the therapy dog program on a statewide level will be explored. The results will allow for alternative options of implementing similar therapy dog programs within the multidiscipline teams across the State of Florida while also complying with judicial procedures and collecting valid and reliable data that is consistent with the pilot-program for further empirical analysis. Upon completion of phase 2, a final summative evaluation will assist in creating a formal implementation manual for statewide initiative.

The use of the two phase program design allows for examination and application of the concept on both agency (micro) and statewide (macro) levels, while also addressing the research-practitioner approach to program design and eliminating costly over use of resources, or unintended negative effects. This is conducted by utilizing a design process that identifies the necessary resources needed to complete activities that produce the proper outputs for completing the program goals. The outputs are expected to produce short term (phase 1) and long term (phase 2) outcomes that will complete the overall goals of the program design and provide a significant impact in the realm of investigating crimes against children. A logic model for the design process is described in Figure 1.

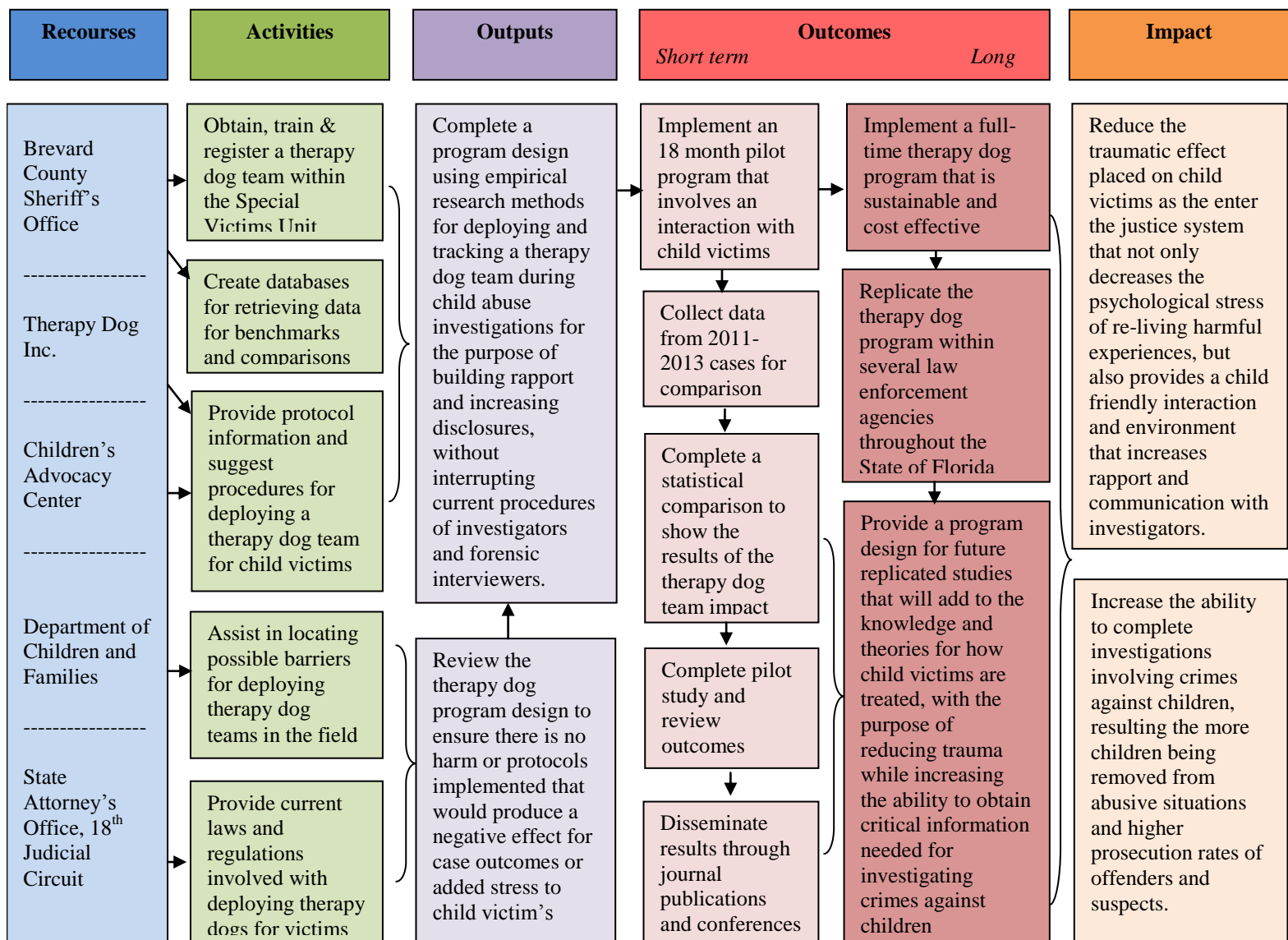


Figure 1. Therapy Dog Program Logic Model

CHAPTER TWO: PROGRAM MODEL CONCEPTS AND FRAMEWORK

Model Design Overview & Goals

When addressing the goals of the problem of practice, the therapy dog program design purposes are to: 1) implement a therapy dog K-9 team that could deploy during investigations of crimes against children without interfering with the judicial and organizational processes, 2) reduce stress and create communication with children to effectively increase disclosure of abuse, 3) be designed in a manner so other law enforcement organizations throughout Florida and the United States could replicate the program, and 4) have benchmarks and a data collecting method backed by empirically guided research in order to expand on areas such as the use therapy dogs, best practices for interviewing child victims, and program implementation in a complex organization such as law enforcement. The overview of the design model will be a two phase process utilizing tested researcher-practitioner program development tools from the academic discipline of education. The first phase of the program model is a single agency (micro-analysis) for implementing and examining the effects of a therapy dog program in the multidiscipline approach of investigating crimes against children. The second phase of the program model is a statewide macro-analysis which examines the processes needed to introduce the therapy dog program as a statewide initiative. The purpose of the model is to examine the theoretical concept of using a therapy dog in the criminal justice system, turn the concept into practice, and replicate the practice consistently across the State of Florida while producing reliable data for further scientific analysis to support tangible impacts.

Key Design Concepts and Theories

Reducing Anxiety

Several studies support that building rapport with a child reduces anxiety and can increase the amount of information that child discloses (Cohen, Deblinger, & Mannarino, 2001; Jones, Cross, Walsh, & Simone, 2005; Fontes & Plummer, 2010). This theory was also supported by research that suggested when providing an environment that was friendly and less traumatic, the children were more interactive and provided more information than interviews conducted at the child's home or in places like a police stations which could be distracting (Cross, Jones, Walsh, Simone, & Kolko, 2007). Many studies support that building rapport with a child can increase the amount of information that a child discloses, suggesting rapport building to be a significant step in many of the forensic interviewing protocols (Cohen, Deblinger, & Mannarino, 2001; Jones, et al., 2005; Fontes & Plummer, 2010).

Another factor in reducing anxiety is examining the processes which increase anxiety. One of the examples of anxiety placed on child victims is the presence of a police officer. During a study on student perception of School Resource Officers, it was discovered that many children may experience anxiety and fear when observing a police officer because of interactions between law enforcement and their parents or relatives (Dickman & Coober, 2007). Anxiety over police presence can be even more compounded when children have previously observed their parents lie to police officers or have overheard adults talking about not telling police about certain incidents (Hershkowitz, 2009). A comparison study on disclosure rates in Florida showed that in a review of criminal cases, those in which a law enforcement officer solely

conducted the investigation were least likely to result in a prosecution (Wolfteich & Loggins, 2007). This would indicate that law enforcement practices may be creating additional anxiety on child victims.

Therapy Dogs and Children

As far as research on therapy dogs and child victims, most of the research is observational due to the confidentially aspect of child investigations. Some studies on children were conducted outside the realm of abuse investigations and were observed in other areas such as hospitals, classrooms and daycare facilities. One study showed that the control groups had more behavioral issues and were not consistent along a cognitive increase in learning, while groups using the therapy dog observed a significant dynamic of positive behavior patterns and an increase in cognitive learning (Jalongo, Astorino, & Bomboy, 2011). Another study showed that students with Autistic behavior were more interactive, smiled and showed positive body language, had reduced negative physical contact or aggressive behavior while being instructed and having a therapy dog present (Silva, Correia, Lima, Magalhaes, & de Sousa, 2011).

When dealing specifically with child victims, research did focus on the use of a therapy dog in a children's advocacy centers in North Carolina. This research examined observational data on the ability of a therapy dog to reduce the anxiety in children while they waited in the lobbies of advocacy centers prior to being interviewed (Copeland, 2010). The results showed that the children were more relaxed, appeared to be having fun instead of being in fear, and communicated more openly with the other adults.

Additional qualitative research discussed the use of a therapy dog for child victims inside a prosecutor's office. Observational data were obtained from watching the interactions of child

victims in the lobby of a prosecutor's office while the children engaged with a therapy dog prior to being interviewed by attorneys (Davis, 2007). The results indicated that the presence of the therapy dog increased mood, reduced anxiety, and allowed the children to communicate more information. This research was supported by additional examinations on the effects of the use of a therapy dog for children involved in treatment for PTSD in order to reduce intergenerational abuse. A study showed that children who had been exposed to therapy dog treatments experienced; enabled emotional connections, reminded them of safety and friendliness, had feelings of acceptance, reduced anxiety, and decreased feelings of separation and loss (Parish-Plass, 2008). They also suggested that the therapy dog allowed the children to retain and build bonds in order to lead to a more successful adult life without abusive tendencies.

The use of therapy dogs in the criminal justice system is growing and has potential for becoming an alternative means of lowering anxiety, building rapport, and increasing disclosures. Many courts across the Nation are allowing for organizations of volunteer therapy dog teams to be present for children required to testify (Courthouse Dogs Foundation, 2014). The Office of Juvenile Justice and Delinquency Prevention has approved and developed training for forensic interviewers on using therapy dogs which started in February 2014 (Duhart-Tonge, 2014). This is all in addition with the law passed by the State of Florida in 2011, Statute 92.55(4), which allows any child victim of sexual abuse to have a therapy dog present during the taking of testimony (Florida State Statutes, 2011).

Additional Stress Reduction

In addition to reducing the anxiety among the child victim, there are others involved in the process of interviewing a child that may also experience negative stressors. Children often

gage the emotions of their parent or guardian when they are unsure of what is occurring around them (Ceci & Bruck, 1995). When having to be interviewed for suspected abuse, separating the child from parent or guardian can create additional stress on the child as they observe the anxious responses of their adult counterparts (Fontes & Plummer, 2010). Because this occurs minutes prior to the forensic interview, this added stressor can decrease the ability to disclose and place further stress on the interviewer who has to spend more time relaxing and building rapport (Saywitz, Lyon, & Goodman, 2010). It is during this point of the interview process that the deployment of the therapy dog team can have a significant effect on those around the child as well.

By using the therapy dog team to create an interaction that is friendly and produces a positive stimuli, the observing parents will not only experience a reduction in stress as their children's apprehension is reduced, but it can also increase cooperation from parents where often times they will choose to discontinue the interview process if the child appears to be experiencing significant stress (Alaggia, 2010; Castello & Goodman, 2014). Additionally, while the child is engaging the therapy dog team, the child's cognitive development can be examined by the interviewer to better prepare the structure of the interview (Vygotsky, 1978). According to Vygotsky (1978), if the communication begins outside the child's zone of understanding, the results can create confusion and frustration which cause the child to feel uncomfortable and resistant. When this occurs, tactics must be used to re-engage and locate where the child center of knowledge begins. With the time and limitations placed on forensic interviews, knowing the child's center of knowledge can be critical prior to the interview. This engagement not only better prepares the interview structure, but the self-efficacy of the interviewer is boosted as they

no longer are stressed with having to break through barriers of communication that comes with a nervous child and can concentrate on obtaining the narrative details needed to complete the interview in the proper timeframe (Bandura, 1977; DeBellis & Zisk, 2014).

Research-Practitioner Program Design

In the past several years the Department of Justice, Office of Justice Programs and many other grant funding agencies have been attempting to locate a program model for implement research-practitioner programs within law enforcement to create measurable consistency in best-practices (Holder, Leary, & Frost, 2013). Because law enforcement organizations and justice systems in the U.S. are complex and often lack those with academic educations needed for understanding scientific methodology, finding a model that will be flexible yet reliable has been difficult (Hital & Densley, 2013). What has recently been expressed about the law enforcement organizational practices is not just a need for academic approaches, but employees with higher education's focused on bridging the gap between law enforcement and academic scholars, otherwise known as researcher-practitioner methods (Schulhofer, Tyler, & Aziz, 2011). Currently, the only doctoral educations involving law enforcement and criminal justice practices in the United States are solely research focused Ph.D. style degrees with a few professional doctorate degrees distributed by non-accredited for-profit institutions. (Schildkraut & Stafford, 2014). Although the Ph.D. research degrees provide the framework needed for conducting research in the justice system, what has been found is that most students often leave the occupation of law enforcement for academia upon graduation, only adding to the void of higher educated practitioners in the field (Hital & Densley, 2013). Internationally, criminal justice practitioner doctorates have been designed using educational practitioner doctorates and have

been successful in increasing researcher-practitioner models in criminal justice (Kot & Hendel, 2011). Because of the lack of formal researcher-practitioner models in criminal justice, the approach used to create the program model for the therapy dog program has been formulated by using curriculum and practices from a re-designed educational doctorate program with a primary focus being the research-practitioner approach in the United States (Biddle, 2013). Educational institutions also deal with a variety of organizational structure types and sizes, available resources, symbolic responses, and politically motivated change (Harrison, 2005). Although the disciplines of education and law enforcement may have different agendas and appear to be at different ends of the social spectrum, the social environments are similar and approaches to organizational change in education may also be applied in law enforcement. Therefore, the model used to implement the therapy dog program will be designed using empirically tested methods often found in the educational organizational setting.

Phase 1 Design Structure and Overall Time Table

The first phase of the design structure contained a three stage process. The first stage consisted of conducting a Gap Analysis which incorporated a literature review of prior research and an ethnographic observation of the organization in order to locate motivational, knowledge, and structural gaps in performance. The second stage consisted of using the solution analysis from the gap results to create a program design through the application of organizational re-framing methods. The third stage was the implementation and evaluation of a pilot-program design into the organization. Upon completing the three stages, the first phase of the design is complete. The phase 1 processes can be viewed in Figure 2.

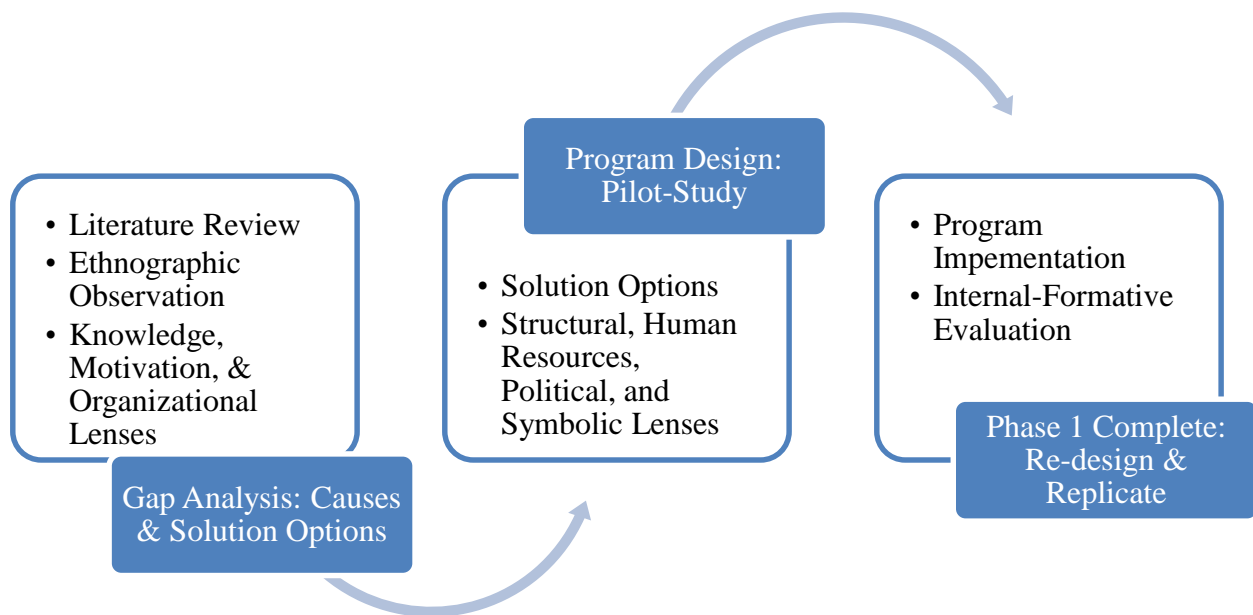


Figure 2. Program Design Structure Phase 1

The purpose of the first phase was to examine if the use of a therapy dog team could be successfully implemented into law enforcement while also having significant results for increasing disclosure rates (Goals 1 & 2). The completion of Phase 1, which is the Brevard County Sheriff’s Office therapy dog pilot study, is a critical feature in completing the overall design goals. Phase 2 is a re-design of the original model created in Phase 1. This re-design will be created using the same theoretical applications as Phase 1, but the purpose of the re-design is to analyze different options for program replication which addresses the needs for a variety of organization types of law enforcement agencies (Goals 3 & 4). This process allows for real-time evaluations and adjustments to be made as the program develops into a formal model that is usable among a variety of law enforcement types. By creating options using the same concepts and benchmarks as the first pilot-program, further research into the theory for using therapy dogs

to increase disclosure rates will be consistent and determined to be valid and reliable. The complete program structure includes the progression and design phases found in Table 1.

Table 1: Program Time Line

	<i>Design Component</i>	<i>Start Date</i>	<i>Completion Date</i>
<i>Phase 1</i>	Gap Analysis	January 2013	March 2013
	Pilot-Program Design (Goals 1 & 2)	March 2013	April 2013
	Pilot-Program Implementation	May 2013	December 2014 (Continued)
	Internal-Formative Evaluation	May 2014	August 2014
<i>Phase 2</i>	Re-Design (Goals 3 & 4)	January 2015	March 2015
	Program Implementation & Replication	August 2015	Continuous
	External-Summative Evaluation	TBA (After three or more replications)	TBA

Phase 1 – Stage 1: Components

Gap Analysis Context

In order to better understand the concept of implementing a therapy dog program, a Gap Analysis was created using the several theoretical frames. The process began with utilizing a prior research literature and sociological research technique of examining an ethnographic observation to locate and extract measureable data which was provided by Wilson (1991) and Venkatesh, (2013). These variables were then examined using Clark & Estes (2008), framework for identifying knowledge, motivational, and organizational gaps which possibly contributed to

barriers of communication during child abuse investigations. Upon locating data for measurements through case closure types and forensic interview results, a descriptive frequency analysis was conducted using the experimental mix methods model provided by Champion (2002). This not only showed a gap in disclosure rates but also provided a benchmark within the Brevard County Sheriff's Office to analyse the therapy dog results. After locating organizational and motivational gaps in performance, and identifying a benchmark, a problem and solution analysis was created and blended with organizational re-framing methods using Bolman and Deal (2003), four frames of re-organization. The results of the solution analysis assisted in designing an 18-month pilot study utilizing a therapy dog within the Special Victim's Unit at the Brevard County Sheriff's Office.

Ethnographic Observation

During the three-year ethnographic observation as a major crimes investigator, information was obtained from informal conversations and resources with supervisors, administrators, and investigators from multiple organizations throughout the United States while attending training courses and conferences in regard to investigating crimes against children. For the purpose of anonymity the individuals' names will not be used in most occasions and only referred to by a generic title representing their occupation. The information provided through ethnographic observations assisted in revealing the culture of law enforcement investigators as well as the organizational structure, knowledge of resources, and symbolic functions affecting motivation. These aspects of the investigative processes were examined to locate unconscious barriers affecting the ability to communicate with a child victim.

Upon entering the Special Victim's Unit in 2011, the culture among the criminal investigators was compassionate with an even greater work ethic. From the very beginning, the perception of investigating crimes against children was that the cases were very emotionally draining due to the types of crimes being committed on children, (i.e. sexual and physical abuse). Along with the emotional drain of handling child victim cases was the frustration with the criminal justice system processes. A statement once mentioned and agreed upon by other investigators was, "*working child abuse cases suck, because the interviewer won't get shit out of the kids and even if you do get enough to make an arrest, the State won't file the case anyway*" (Senior Investigator). What the investigator was defining in the statement is that the specialized/forensic interviewers were incompetent in obtaining information from a child and that the prosecutors were reluctant to follow through with prosecution because they wanted to protect their winning percentage in trials. Not only was this the mindset within the Brevard County Sheriff's Office investigators, but in the culture of crimes against children investigators in Florida and several other states. While attending several conferences and trainings throughout the U.S., most of the investigators spoke openly about the same perceptions. What appeared to be evident on a nationwide issue was that obtaining articulated statements from children that would lead to prosecuting a suspect was a problem within the justice system. On countless occasions, investigators would state that they instinctively knew something happened to a child but the child would not tell the interviewer. During the first few months of independently conducting several investigations involving child abuse allegations it was evident that child victims were more likely not to discuss the abuse than provide an articulated statement of what occurred.

During the first year, it was evident that the relationships between the multidiscipline organizations employees lacked communication of what duties were to be performed by the individual organizations themselves. SVU investigators had the same attitude towards the Department of Children and Families (DCF) investigators as they did the other multidiscipline approach employee's. They indicated that the turnover rate was so high that many of the DCF investigators had little experience and would often ruin evidence or talk to suspects prior to law enforcement and violated investigative protocols. Conversations with both DCF and CAC employees revealed their discontent with the practices of law enforcement investigators. They would state that the police mentality caused families and children to shy away from services and resulted in incomplete investigations. It appeared that the roles of each organization had not been properly discussed between the groups and there were many misconceptions causing low motivation for individuals working in the multidiscipline team. When asking senior investigators and supervisors about why the organizational policies and protocols included the multidiscipline approach, the answer was always the same, *“that is the way we have to do it because that is how laws are written”* (Investigative Supervisor).

When learning about conducting law enforcement duties, the first lesson was that nearly every process is governed by State law. Florida Statutes, Title XLVII defines the criminal procedures law enforcement officers must follow in order to perform their duties. Also, what is not defined in detail within the Statutes, many agencies have very detailed policy and procedural codes which guide officers in their performance. What was observed is that many of the investigators were not familiar with the actual definitions or history of the Statutes. Most of the time senior investigators trained the newer investigators on the practices of investigations.

Therefore the culture within law enforcement as a whole is there is no deviating from the current practices until policies or laws were changed and enforced by the administration. When it came down to understanding the reasoning behind many of the procedures, which includes the multidiscipline approach to child abuse investigations, most of the investigators and supervisors did not have the knowledge of what expectations and reasons were for the different organizations involved. The ethnographic observations pointed out that the frustration among those involved with investigation crimes against children indicated a significant issue with obtaining statements from children. This organizational cause appeared to affect the motivational causes suggesting that an organizational change to increase disclosure rates could also solve the motivational cause and reduce frustration (Clark & Estes, 2008).

Research-Based Benchmarks

By using definitions from comparison studies and similar standards among other research, a methods model was created with the guidelines for choosing the right data for comparison and effectiveness (Champion, 2002). Champion (2002) suggest locating sentinel research methodologies to determine if a combination of methods, or adjustment in organizational practice, will allow of proper data to be extracted to produce a reliable benchmark. Using this method a research design was created during the Gap Analysis using previous empirical data on child victim disclosure rate that was used in multiple locations throughout the United States. Examining and applying the previous research methods to the current organizational processes within the Brevard County Sheriff's Office lead to the adoption of an empirically-backed quantitative method used by the National Children's Advocacy Center for measuring disclosure rates.

The National Children's Advocacy Center, (NCAC) utilized research to define terms used for disclosure rate comparison (NCAC, 2011). Because the Children's Advocacy Center in Brevard County is accredited and functions under the guidelines of the NCAC, the same variables used for measuring disclosure were used in coding the interview results as suggested by Champion (2012), which are as follows;

Maltreatment – Active Disclosure (*Evidence of abuse – child disclosed abuse*)

Maltreatment – Denial (*Evidence of abuse – child denies the abuse*)

Maltreatment – Tentative Disclosure (*Evidence of abuse – slight disclosure of abuse*)

Gap Measurement

Using an Excel spreadsheet, the Brevard County Sheriff's Office reporting database was used to extract all reports of sexual abuse to children between the ages of 2-12 from 2011 through 2013. The reports were then coded based on the Maltreatment definitions. Upon reviewing 372 reports, 62 cases met the requirements to be used for data analysis. After the reports were coded, which removed all confidential information regarding victim names or case details, a descriptive frequency of percentages was conducted. The results indicated that out of the 62 reports, only 22 of the victims disclosed the abuse. What first appears to be a low number of disclosures was quickly negated by the percentage. With the prior literature indicating the child victim disclosure rates are between 20-40%, (Alaggia, 2010), the data from the Brevard County Sheriff's Office showed a disclosure rate of 36%. This indicated that the Case Coordinators who conduct the forensic interviews at the Brevard Children's Advocacy Center were in the above average range of disclosure rates. The results coupled with additional research conducted in Brevard County in 2007 showing law enforcement officer interviews having an

11% disclosure rate (Wolfteich & Loggins, 2007), proved that any previous perceptions that the multidiscipline team approach was performing below standards were false.

Although the results indicate that the performance of the multidiscipline team approach was functioning properly, there remains a gap in communication with child victims. What the results did show is that there were an additional 64% of child victims who were not disclosing. This lack of communication was observed as a hindrance during the three year ethnographic observation as many individuals involved with investigation crimes against children expressed frustration with low disclosure rates. When examining the results through the organizational causal factors provided by, Clark & Estes (2008), motivational causes are affected by the knowledge and organizational factors. The results confirm the low disclosure rate is also the cause to the motivational effects as investigators express frustration due to the lack of children disclosing. The overall results of the Gap Analysis reveal that by addressing the organizational causes for increasing disclosure rates, not only are there fewer child victims returning to abuse, but a reduction in frustration among the multidiscipline employees through the satisfaction of increasing disclosure rates may solve the motivational causes. Solving the motivational causes can also result in addressing issues such as burnout, turn-over rate and health concerns caused by work related stress (Schulhofer, Tyler, & Aziz, 2011).

Phase 1 – Stage 2: Program Design

Solution Analysis

During the solution analysis, the multidiscipline team was broken down into the subcategories of; DCF Investigators, CAC Forensic Interviewers, and Law Enforcement

Investigators. Each subcategory was examined through the four frames (Structural, Human Resource, Political, & Symbolic) provided by Bolman and Deal (2003), in order to conclude which discipline would be more adaptive for taking on the responsibility of deploying a therapy dog team.

In the Structural frame, the results indicated that if a therapy dog team was deployed with DCF Investigators, then the team would only be available during the initial investigation and prior to the forensic interview. With CAC Forensic Interviewers, the therapy dog team would only be available during the forensic interview. It appeared that the law enforcement SVU investigator would be the more applicable from the Structural frame due to the ability of the investigators to be present throughout the entire process of the justice system, including initial response, forensic interview, attorney interviews, and even in the courtroom during trial testimony.

In the Human Resources frame, the cost of obtaining a therapy dog team was under \$150 and could be assumed by each organization. But when locating the cost for having to obtain liability insurance, both DCF Investigators and CAC Forensic Interviewers appeared to have a cost barrier. A minimum of a 1-million dollar insurance policy was needed in case there was an incident of the dog injuring a child while deploying. For SVU investigators, the liability insurance was waived due to the agency already having liability insurance for current apprehension canine teams used in patrol functions, which is a significant advantage.

In the Political frame, the use of a therapy dog for child victims is a topic that from a political view was observed to be highly acceptable. This was viewed for each of the disciplines due to the nationally growing acceptance to therapy dog use and for the purpose of calming child

victims. Therefore, the political frame did not have a decisive attribute in the organizational context to shift favor to any of the organizations as they all would receive an equal benefit.

The Symbolic frame results showed that like the Political frame, each discipline could benefit from the symbolic gesture of providing a therapy dog to a child victim. But when closely observed and compared with the literature on police presence increasing anxiety, having the therapy dog team apart of the law enforcement response could have a significant effect on reducing the anxiety of the police presence. The engagement of a police officer with a therapy dog could neutralize previous negative perceptions and allow for a positive re-enforced perception to be built, increasing communication and cooperation (Garnder, 2006).

Upon conclusion of the solution analysis, the results indicated that the Law Enforcement Investigator would be the most preferred of the subcategories within the multidiscipline team to take on the role and responsibilities of deploying the therapy dog team. The results of the solution analysis are categorized in Table 2.

Table 2: Multidiscipline Usability Personas

	Structural (Availability)	Human Resource (Obtaining a K-9)	Political	Symbolic
DCF Investigator	Initial Contact (Yes) Forensic Interview (Yes) Attorney Interviews (No) Trial Testimony (No)	Liability insurance needed	No negative affects	Builds bonds with parents and the public
CAC Interviewer	Initial Contact (No) Forensic Interview (Yes) Attorney Interviews (No) Trial Testimony (No)	Liability insurance needed	No negative affects	Builds bonds with parents and the public
Law Enforcement Investigator	Initial Contact (Yes) Forensic Interview (Yes) Attorney Interview (Yes) Trial Testimony (Yes)	If the agency already has K-9 programs, Liability Insurance waived	No negative affects	Builds bonds and reduces police induced anxiety

Types of Therapy Dogs

For determining the proper type of canine to use, prior literature provided the standard definitions for the different categories of canines used to assist anxiety reduction techniques. According to Montroll (2011), the Department of Defense referred to the canine definitions provided by the Americans with Disabilities Act when treating Veterans for anxiety disorders. These same definitions are utilized to determine the legal standards regarding nationally registered therapy canines and are defined as follows:

Tier 1: Service Dogs - a canine that assist in daily functions such as opening doors, guiding for sight, and any other physical assisting needs.

Tier 2: Psychological Support Service Dogs- a canine assigned to a patient which detects the onset of psychological episodes, seizures, anxiety & panic attacks, or additional effects pertained to the handler.

Tier 3: Therapy Dogs- a canine assigned to a non-patient handler for the purpose of providing therapeutic interactions for others.

Tier 4: Comfort Dogs- a canine that provides mental comfort for the owner. (Not guided by any standards or training.)

The examination of the definitions for the types of therapy dog indicates that the Tier 3: Therapy Dog is the option for the design of the law enforcement therapy dog program. The additional definitions conclude that the canine used is assisting the handler in psychological or physical needs, whereas the Tier 3: Therapy Dog, the handler and canine provide the reduction in stress as a team for others. The Tier 4: Comfort Dog has no training or evaluations associated with a nationally registering organization and would not meet the necessary elements of the

Florida State Statute for providing the therapy dog for child victims. Tier 3: Therapy Dogs are commonly used by non-profit organizations which use the national registrations system to provide visitations to hospital, nursing home, and schools (Montroll, 2011). In Brevard County, Therapy Dog Incorporated, is the nationally registered therapy dog organizations which provides Tier 3: Therapy Dogs visitations and can assist in providing the necessary training to achieve a nationally registered therapy dog team.

Cost Analysis

During the initial cost analysis there was no access to prior therapy dog programs that would allow for a proper cost-effectiveness analysis. Additionally, when examining the process of assisting a child victim through the rigors of the justice system, the argument of cost could in most cases be observed as a reasonable expense when viewed as a political and symbolic gesture. Although in the situation of providing services for child victims a cost analysis may have leeway based off the amount of money spent due to the significance of the service provided, in order to create a sustainable and replicable program for most law enforcement agencies, the goal is to draw in several low cost options. Law enforcement agencies are often guided by strict budgets, especially during a time of economic drought. One issue with developing the therapy dog program is discovering that law enforcement officers are subjected to Federal laws that call for an increase in pay known as K-9 handler and maintenance. For any officer assigned to have a K-9 partner with them on a full-time basis, as with the therapy dog program design, this pay must be included. The cost analysis for the Brevard County Sheriff's Office concluded that in order to start the pilot program, the overall breakdown of cost would show the program implementation being less than \$4000 for 18 months. This cost was accepted by the administration and was

determined to be the most cost effective K-9 program in the agency. The breakdown of cost is available in Table 3.

Table 3: Start Up Cost Analysis

Brevard County Sheriff's Office Therapy Dog Pilot-Program	Cost
K-9 Handler Pay	\$508.80
K-9 Maintenance Pay	\$2,227.20
Medical Check-up (Vet bills)	\$119.00
Therapy Dog Incorp. (Training & Registration)	\$30.00
Equipment (Vehicle adaptation equipment)	\$180
Food (Bought in bulk for all K-9's)	\$200
Liability Insurance	Waived
Dog (Donated)	Free
TOTAL	\$3,315.00

Phase 1 – Stage 3: Pilot Program Completion

Pilot-Project Overview

After completing the Gap Analysis and program design, the Brevard County Sheriff's Office implemented the first therapy dog K-9 team in law enforcement. The goals of the pilot study were to; 1) Implement a therapy dog K-9 team that could deploy during investigations of crimes against children without interfering with the judicial and organizational processes and 2) reduce stress and create communication with children to effectively increase disclosure of abuse. The program began in May 2013 with a Nationally Registered therapy dog assigned to a Special Victim's Unit investigator. At the 12-month mark of the program, an evaluation was conducted to examine if the program was accomplishing the desired goals. The evaluation chosen for this

process was an Internal-Formative evaluation guided by the framework of Leonard Bickman's (1996) social service evaluation methods.

Evaluation

The purpose of the Internal-Formative evaluations is to examine the goals and outputs of the program from an organizational perspective. Because the first goal is observing whether or not the program was implemented correctly and the second goal focuses on the effects of the program, Bickman's (1996) template for evaluating social services accomplishes evaluating both goals with one evaluation. His evaluation plan consisted on breaking the evaluation up into three different stages. The first stage focuses on the program implementation to acknowledge whether or not the organization implemented the program properly. Once this has been determined to be successful, he then shifts his evaluation to the second stage that examines the quality, or theory, of the program results. This is done by locating data and benchmarks that will measure the effectiveness of the program. After completing the analysis, Bickman provides the third stage, which is theoretical feedback on why the program is, or is not, successful. What Bickman's design produces not only answer the questions about the implementation and results, it also allows for a deeper understanding of the program functions and reasons for success or failure.

Methodology & Results

The first stage of the Informative-Evaluation of the Brevard County Sheriff's Office therapy dog program consisted of informal interviews with members of the Brevard County Sheriff's Office, Department of Children and Families, Children's Advocacy Center, and State Attorney's Office. The purpose of the interviews were to locate if there had been any issues with

the therapy dog team interrupting the roles of the additional organizations involved in the multidiscipline approach to child abuse investigations. The results concluded that the therapy dog program had been implemented as designed and was observed to be creating a positive impact, raising moral, and creating bonds within the multidiscipline team. This showed evidence that the awareness and attempts to increase disclosure rates reduced the negative perceptions. By addressing the organizational cause of increasing disclosure rates, the motivational causes first observed among the members of the multidiscipline team appeared to have been positively effected as observed in the gap analysis.

The second stage of the evaluation focused on the results of the therapy dog program in regard to increasing disclosure rates. This was done using a quantitative methodology examining two separate components. The first was conducted by utilizing the benchmark disclosure rate from the gap analysis. A three-year examination showed that prior to the therapy dog team there was 36% disclosure rate within the Brevard County Sheriff's Office. Using the same method to extract the therapy dog cases, a descriptive frequency analysis was conducted comparing the cases in which the therapy dog was used. The results indicated that the cases in which the therapy dog team was used the disclosure rate was increased to 82%, as viewed in Table 4.

Table 4: Pilot Study Disclosure Rates

	Maltreatment - Active Disclosure	Maltreatment - Tentative Disclosure	Maltreatment - Denial	Disclosure Rate
Non-Therapy Dog Cases (2011-2014)	33	41	24	34%
Therapy Dog Cases (2013-2014)	18	3	1	82%

The second analysis examined the case closures from the three-year analysis. The variables examined first in this analysis compared two types of investigative case closures. The first group were cases closed, Lack-of-Evidence. These cases involve investigations where there is not enough evidence to support an arrest. Many of these cases are cleared due to children not disclosing abuse when there is little or no physical evidence to support an allegation. The second group of cases were those closed, Unfounded. These are cases in which an investigation has revealed that the alleged crime or suspicious incident was proven to not have occurred. In many of these cases, a suspicious behavior or injury is observed that results in an investigation. If the child has the ability to provide a reasonable and non-criminal explanation of what occurred during the interview process, then the case is cleared Unfounded. These cases are indicators that a child has provided a detailed statement during the interview, or there is physical evidence to substantiate the closure. Upon comparing the two case types with therapy dog versus non-therapy dog cases, a descriptive frequency analysis showed that cases involving the use of a therapy dog had an 11% high rate of Unfounded cases and 18% fewer cases closed due to Lack-of-Evidence. What is indicated in cases where the therapy dog is used is that the increase in communication can actually assist in proving an allegation is false, just as much as the communication can prove an allegation to be true. This was found to be significant in ensuring a person was not charged with a crime that had not actually occurred, providing an additional positive result by increasing communication.

The next case closure group examined were arrest cases. Although the number of cases examined are considered an insufficient sample size, the results did indicate that the therapy dog cases had an increase in arrest rates. In both categories of non-therapy dog and therapy dog

cases, the additional 12-14 percent of cases were still pending prosecution and could not be examined. The similarities of the samples and shift were consistent among both categories, indicate further analysis may support the result as valid and reliable. The quantitative analysis concluded a significant increase in communication from child victims also causes a shift case closures when the therapy dog team was utilized. The measure used assist in triangulating benchmarks to ensure reliability and validity. Table 5 provides the case results.

Table 5: Case Closure Analysis

	Closed by Investigation (Lack of Evidence)	Closed Unfounded (Disproven Allegation)	Closed by Arrest
Non-Therapy Dog Cases (2011-2014)	47%	32%	9%
Therapy Dog Cases (2013-2014)	29%	41%	16%

Evaluation Feedback

Upon completion of the first and second stage of the evaluation, Bickman (1996), suggest locating a better understanding for "why" the program works in the third stage. For stage three of the evaluation, two lenses were used to explain what may be occurring during the therapy dog interactions that allows for a child to increase communication. The first lens used is physiological theories. The use of the physiological perspective produces reasoning from the individual level, or in better terms, the individual child's biological reaction. The second lens is the use of sociological theories. The sociological view produces an understanding for why the concept and use of therapy dogs affects multiple individuals. The feedback provided within the evaluation can assist by locating additional resources and uses for the therapy dog teams for

other social groups outside child victims, such as elderly, mentally handicap, and severely traumatized.

Physiological Response

When attempting to understand some of the reasons children do not disclose abuse, most literature mentions increased anxiety. The physiological lens allows us to understand the processes in the human brain that occurs and causes the effects observed by anxiety. Anxiety, also known as a negative form of stress, is when the brain releases the chemical Adrenal caused by a nervous reaction (American Heart Association, 2001). This chemical release causes a response from the body that increases heart rate, slows cognitive responses, and takes on such a negative feeling that in order for the body to return to a normal status a person must remove themselves from whatever is causing the stressful response, otherwise known as, "Fight or Flight" (Sheldon & May Clinic, 2002). Long term exposure to stress, or a traumatic event that causes a significant amount of stress, can keep human body in such as state that negative effects can be observed both with biological and mental functions (Farrell, 2010). One of the more familiar areas of study as a result to prolonged exposure to stress is returning war Veterans and the diagnosis of Post-Traumatic Stress Disorder. Due to the influx of Veterans returning from the Iraq and Afghanistan wars, several studies have been conducted on the cause and effects of PTSD, as well as treatments for reducing symptoms. Some of the symptoms related to traumatic stress are irritability, insomnia, hyper-vigilance, heart and digestive malfunctions, and disassociation (Carlson, 2009). One of the difficulties with treating PTSD is that the symptoms themselves act as barriers to treatment as many Veterans have refused to communicate about their experiences or complete denial of experiencing symptoms (England, 2009). This is due to

the increased anxiety when thinking or talking about the traumatic incident, which causes patients to take measures in order to not experience the negative feelings and reactions to the body's natural response (Carlson, 2009). For the majority of patients in treatment, the natural response is to divert communication that increases anxiety and return to what they believe is normal (Davidson, 2003).

Options for reducing anxiety have often lead to the use of prescription medications such as Xanax, Prozac, and Klonopin (Carlson, 2009). Yet, even with medications many anxiety patients, especially Veterans, experience side effects that cause even further issues (England, 2009). One study that looked into a natural process for reducing anxiety was conducted by the Industrial College of the Armed Forces, and the use of animal-assisted therapy with Veterans. The study examined the hormone Cortisol, which is released into the body during times of stress. The results indicated that upon exposure to a therapy dog team, Veterans not only experienced a decrease in Cortisol, but also had an increase in Serotonin and Dopamine, which are positive mood stabilizers released when an interactions causes a good, or happy felling (Montroll, 2011). This study prompted the Department of Veteran Affairs to initiate therapy dog programs, which has since become the leading treatment of Veterans with PTSD (Montroll, 2011).

Additional studies on the chemical reactions in the brain and the use of animal-assisted therapy showed that the reason dementia patients experienced reduced memory loss and a higher rate of cognitive ability was due to the releasing of Serotonin and Dopamine that occurred with therapy dog visitations (Kanamori et al., 2001; Richeson, 2003). Studies that observed therapy dog reactions in children showed that the positive physiological responses; decreased violent and aggressive behavior in classrooms (Sprinkle, 2008), increased test scores and participation

(Jalongo, Astorino & Bomboy, 2011), and increased cognitive responses with children diagnosed with autism (Silva, et al., 2011).

Studies on animal-assisted therapy with child victims are also experiencing the same results as dementia patients, Veterans, and children with other disorders (DeBellis & Zisk, 2014). When examining the possible reactions a child victim experiences when exposed to the justice system, we can see how being removed from their environment, observing emotional reactions from parents, police presence, and being interviewed by a stranger can increase a significant amount of anxiety. By introducing the use of therapy dog, the chemical reactions observed from the previous studies has the ability to counteract the negative reactions anxiety causes. This not only allows the child's chemical balance to return closer to their normal status, but the increase in cognitive functions allow a child to experience a greater memory recall because of the positive environment (Anderson et al., 2001), and increases the opportunity to obtain a more detailed disclosure (Parish-Plass, 2008). By naturally producing a positive chemical release in the brain of a child victim, factual knowledge of recalling memory and understanding the questions being asked will be elevated instead of decreased due to the presence of stress (Anderson et al., 2001).

Symbolic Interactionism

One way to examine the practices of law enforcement investigations for locating factors with child disclosure is using the sociological theory of Symbolic Interactionism (Blumer, 1969). Symbolic Interactionism focuses on the relationships and interactions between individuals. The theory states that individual behavior is adjusted throughout life based on observed engagements with others. These engagements can be observed in three different tenants; 1) individuals act based on what they have created in their mind on their own, 2) individuals act based off what

they have observed others do, and 3) beliefs are not permanent and can change from one interaction to another. One example of how this would work within the realm of law enforcement is to imagine how someone could change their perception of police based off a positive or negative interaction. If someone receives multiple parking tickets, their perception of police officers may be different from someone had police respond and catch a prowler outside his or her home. Research shows that interactions with police can be significant enough to effect or change behavior and perception (Parish-Plass, 2008). With this theory in mind we can analysis the organizational process through the lens of a child and determine if there are any barriers to create anxiety.

Upon examining the initial response by the multidiscipline team approach, we observe the responding officer and DCF investigator arriving at the child's residence, school, or other place the child is familiar with. What is observed is that the uniformed officer is an immediate distraction. As the prior research indicated, police presence can create anxiety in a child with simply responding to the child's home. During the ethnographic observations there were several children who indicated they were scared of police officers. One child indicated that he had accidentally run over a neighbor's lawn sprinkler while riding his bike to school and when the officer arrived at his home as part of the multidiscipline team, the child perceived he was going to be arrested for the damage. Another child indicated that her mother became upset and was crying when she was pulled over by a police officer. The child said that she not only witnessed her mother lie to the police officer about having her seatbelt on, but that the mother's anxious behavior was so intense that it made the child fearful and upset. In comparing these instances with the normal functions of parents, we can look back and realize how something as little as

having a patrol vehicle driving behind you can create anxiety about police that is then witnessed by a child. This interaction can change a child's perception and create a negative/fearful idea of police. The interaction described is consistent with the second tenant of Symbolic Interactionism, meaning children perceive police as they have seen others perceive police.

Putting ourselves back into the lens of the child as the multidiscipline team approach continues, we now observe the patrol officer and DCF investigator talk alone with parents. In this situation when the parent is notified of the allegation the setting of emotions is shifted. During ethnographic observations, parent had three typical emotional reactions. The most common is the visible sign of being upset, either crying or a look of shock. The second is that of anger. And the third, which is the least common, is a parent who can remain calm. Prior to the child being talked to by the DCF investigator, the parent and child usually interact in order for the parent to ensure to the child that the DCF investigator is not a stranger. Children can read their parent's emotions and during this stage where a child may experience seeing their parent upset or angry, they are expected to talk with a stranger about an incident. After observing their parent with negative emotions, it can be seen how this would increase the possibility for symptoms of anxiety.

Continuing on through the process of the multidiscipline team approach using Symbolic Interactionism shows us that each process of the initial stage can increase anxiety. As the second stage of the investigation moves on the child is now taken to the Children's Advocacy Center, (CAC). The process of missing school, playtime, or just riding in the car to a strange place after having the initial encounter with law enforcement and DCF can not only sustain the anxiety but elevate it further. For most children, having to go to a doctor visit, dentist, or any other

procedure at a new place can be stress inducing. The continued adding of stress on a child victim through the process so far is evident there could be a significant amount of anxiety being experienced prior to arriving at the CAC. This is one of the reasons the CAC has become a critical part of the child abuse process.

The CAC concept is to provide a neutral environment that is child friendly. This means that the lobby of the CAC will be decorated in a child theme, along with hallways and interview rooms. The idea is to make the child relax and reduce the anxiety symptoms. This may be why the Case Coordinators have a higher disclosure rate than law enforcement. The levels of stress can be reduced as the child waits. But, as the second stage continues, an SVU investigator arrives and meets with the parent at the CAC. Although investigators wear business attire to appear non-threatening, the presence of law enforcement can increase anxiety levels again. This is not only observed in the child, but the parents as well. The effect on the parent may trigger or increase the stress experienced on the child. This was observed on several occasions when attempting to separate the child from their parent when the Case Coordinator attempted to conduct the interview. This brings us to another experience that can increase anxiety. Having to separate a child from a parent and led them into an interview room to talk about personal subjects can be extremely frightening. Even when a setting is child friendly and the interviewer is calming, reducing the anxiety from a child at this point could take time, which the judicial system does not allow for. This would explain why the research shows less than 20% of child victims disclose abuse within the first session of counseling (La Rooy, Lamb, & Pipe, 2008). In the same study, over 70% of the children disclosed abuse on the second session, with nearly 95% disclosing on the third. These results were attributed to the reduction of anxiety and building up

of rapport during the first experiences. Unfortunately, judicial orders and State laws state do not cater to the multiple interviews and counselors are not permitted to testify about abuse.

When examining Symbolic Interactionism with the use of the therapy dog team, what is observed is the use of the third tenant to change a child's perception. Blumer (1968), explains that by introducing a purposeful interaction one can change the previous perceptions of others. The introduction of the therapy dog by law enforcement is a symbolic gesture that increases positive factors as the presence of the dog reduces anxiety and comforts the child. Being that the interaction is initiated by a police officer and the therapy dog is considered a police K-9, the symbolic gesture can neutralize a child's fear of police and in-turn create a positive perception. The bond created during the therapy dog interaction becomes more intense due to the interaction occurring at a time when the child is wanting to return to a more normal state instead of being stressed. The symbolic interaction can be observed as a safeguard, which the child will take refuge and open communication. Through the lens of Symbolic Interactionism we have a better understanding of what children experience and can create additional instances to reverse the negative effects placed on children during investigations.

Internal-Formative Evaluation Results

Upon completing the evaluation of the Brevard County Sheriff's Office therapy dog program, it was concluded that the program was implemented properly and followed all judicial and organizational guidelines. This part of the evaluation showed that Goal 1 of the program had been accomplished. The quantitative analysis concluded that Goal 2 had been accomplished by increasing disclosure rates from 34% to 86%. As suggested by the gap analysis, when addressing the organizational cause of low disclosure rates, other factors were also observe to

change in a positive manner. Because disclosure rates had been increased, the morale of the employees within the multidiscipline team had also been effected. This change in morale could be attributed to the lowering the knowledge and motivational gaps by educating the employees on the difficulties of obtaining child disclosures and reducing frustration by lowering the number of cases in which children do not disclose.

Phase 1 Conclusion

Upon concluding Phase 1 of the program design, it was concluded that Goal 1 and 2 have been accomplished. The therapy dog pilot program exposed the motivational causes within the multidiscipline team were a factor compounded by the frustration of low disclosure rates. The low disclosure rates, although acceptable as far as previous research standings, indicated a gap in the organizational processes. The gap was isolated to an organizational factor of introducing practices to reduce anxiety among child victims prior to providing testimony. The solution analysis formed the introduction of a law enforcement therapy dog team that would be designed, implemented and evaluated using designed-based research methods. The program was introduced as a pilot-study which resulted in a significant increase in disclosure rates, increased motivational factors among the multidiscipline team, and followed all judicial and organizational protocols within the justice system. The concept of using a law enforcement therapy dog team has been properly tested and is in need of a re-design process to address options for replicating the program consistently with law enforcement agencies throughout the State of Florida.

Phase 2: Design Structure and Overview

Overall Approach

The approach to the re-design will be completed using the same structure as the Brevard County Sheriff's Office, pilot study. In order to meet goals 3 and 4 of the overall design, data and information obtained from the pilot study will be combined with empirically based processes for identifying structure and resource solutions. Additional information obtained from academic and professional practice conferences will allow for more in depth analysis for the needs of both researcher and law enforcement practitioner across the State of Florida to implement the program using consistent practices and data collecting methods that will provide reliable and valid results and meet judicial expectations. Upon analyzing the necessary recourses, a geographic analysis of the State of Florida will be conducted to examined and compared with the resources used in the Brevard County Sheriff's Office pilot study to ensure the necessary resources are available, or that there is an acceptable options. After processing the therapy dog pilot program through the re-design model, law enforcement administrators will have access to a user matrix for locating options for implementing a therapy dog program within their own organizations.

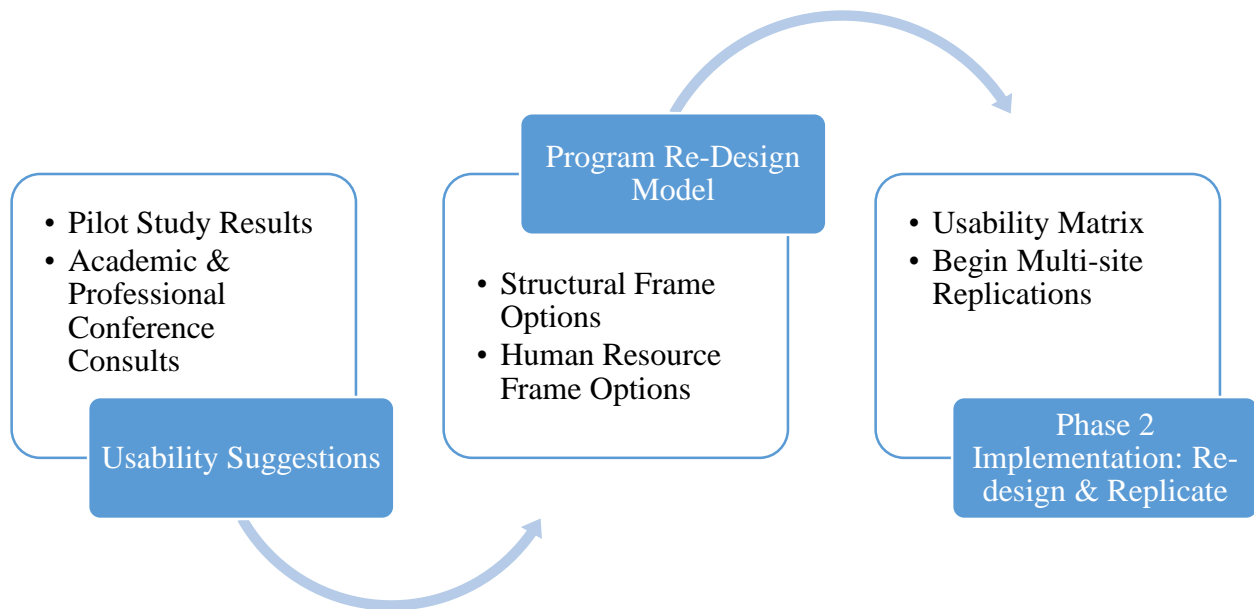


Figure 3. Program Re-design Model Phase 2

Phase Two Design Perspective

The perspective of this program model is to create the ability for law enforcement agencies to implement an effective tool while also being consistent in practices from one jurisdiction to another. One reason this is unique and important is to ensure that upon evaluating the effects of the program the results are valid and reliable. Having valid and reliable results not only allow for further exploration into the science of the program, but it also ensures leaders and administrators in law enforcement and the justice system that the program is necessary and effective. The buy-in obtained through an effective program design and evaluation will allow for the program to be replicated with less resistance and on a larger scale. This ensures that the

overall goal of assisting child victims through the justice system becomes a common practice instead of just a concept or unique tactic pertaining to certain jurisdictions.

By utilizing the re-design framework provided by Bolman and Deal (2003), which analysis organizational concepts through a four frame lens, the therapy dog concept and pilot-program will be examined in order to determine what processes can be applied throughout the different jurisdictions in the State of Florida. The prior literature and Brevard County Sheriff's Office evaluation assist in explaining and supporting the Symbolic and Political frames of the program. Because many of the judicial policies and procedures are consistent across the U.S., the bulk of the framework for the re-design will be examined in the Structural and Human Resources sections. The re-design will consist of providing a guide for starting and sustaining a therapy dog program, complete with a list of necessary resources, policy and procedure guidelines, therapy dog team options, and cost forecast. Because law enforcement agencies are dynamic in structure and available resources, previous program development can neglect the ability to allow for smaller agencies to enjoy the same effective crime fighting tactics as larger agencies. One of the objectives of this re-design is to provide law enforcement administrators flexible options in order to meet the resources and structural needs of their individual agencies while also being consistent in performance and methods of collecting measurable data. This ensures that the judicial systems across the State of Florida and the U.S. continues to practice consistent procedures.

Stakeholders

This therapy dog program is designed to assist law enforcement agencies and the members of the administration, managers, law enforcement officers, and civilian employees.

The participants are those members of a law enforcement agency who desire to implement and manage effective measures and practices for child victims and witnesses. For the administrators and managers, the program re-design will focus on the ability of assisting in locating recourses and processes that will cater to their agency needs and produce a better organizational product. As for law enforcement officers and civilian employees, the program will provide an effective investigative approach for producing more efficient and detailed investigations involving crimes against children, as well as, increasing public cooperation through the symbolic presence of passionate victim services and support.

Additional Beneficiaries and Impacted Persons

By incorporating the use of the therapy dog team within the multidiscipline approach, members of the involved social services will also benefit from the therapy dog program. The overall knowledge and understanding of occupational roles provided by the introduction of the program will allow for misconceptions to be eliminated and a strong work group morale. Child Protection Investigators can experience greater cooperation from families due to the bonds built during the investigative process in which families observe the interactions provided by the therapy dog team and the reduction of anxiety in the child creates a ripple effect among parents and guardians. Case Coordinators will experience the ability to concentrate on completing the process of conducting the forensic interview without having to stress over taking too much time building rapport and calming down a nervous child. This can also be observed when prosecuting attorneys interview child victims prior to continuing on with trial preparation. Additionally, judges and courtroom work groups will have the ability to keep the flow of a trial consistent by

avoiding delays due to scared children becoming upset when attempting to be placed in a witness stand.

The benefits observed by the additional organizations will also be experienced in the academic research realm as well. Because this program focuses on also collecting case information with scientific variables for measuring the results, more in depth studies on the use of therapy dogs, implementing programs in law enforcement, child victims and disclosure rates, and a plethora of other theoretical examinations can be conducted using reliable data. This not only produces information for researchers, but it also strengthens bond between academic and law enforcement organizations by forming partnerships with multiple agencies and research universities.

Additionally, the individuals cast into the justice system will benefit significantly. In some cases when there is not enough information obtained to disprove an allegation, this program provides the opportunity for children to provide information needed to exonerate individuals who may have been mistakenly accused. For those individuals, removing the shadow of suspicion not only allows law enforcement to concentrate their efforts elsewhere, but removed stress of being falsely labeled is also form of justice (Garven, Wood, & Malpass, 2000).

Lastly, the therapy dog program provides an alternative route for children when entering the adult centered justice system. Providing a child friendly environment throughout the entire process of the justice system increases the likelihood that children who are subjected to the process will not carry with them traumatic memories. By creating a symbolic gestures of positive and enjoyable interactions of engaging with a therapy dog team, children will have a better opportunity of leading successful adult lives with reduced post-traumatic stress symptoms.

Phase 2 - Stage 1: Components

Resources and Practices for the State of Florida

The first process when examining the replication of the therapy dog program is viewing what organizational structures and resources are needed and whether or not those structures and resources are also available to the planned replication sites. Upon reviewing the Brevard County Sheriff's Office pilot program, it is observed that there are five components to the structural and resource frame. The first is a law enforcement agencies and differences in structure and resources. Second is the approach protocols for investigating crimes against children and if it is similar to the multidiscipline approach used in Brevard County. The third component is the judicial procedures and whether or not the policies differ from the current program design. The fourth and fifth components are the availability to therapy dog organizations for obtaining a Nationally Registered therapy dog and locating a research university to assist with conducting proper evaluations. Upon examining the five components, it is observed that the necessary structures and resources needed to implement the therapy dog programs exist in each geographical area in the State of Florida.

Law Enforcement Agency Types

According to the U.S. Census Bureau (2009), there is approximately 20,000 state and local law enforcement agencies nationwide, with about 60% of these agencies being considered local municipalities who employ at least 10 sworn officers. In Florida, there are 67 county sheriff's offices, 206 local municipal police departments, and 23 college/university police departments (Florida Department of Law Enforcement, 2014). Like in Brevard County, in most

of the counties in Florida the sheriff's office is the larger law enforcement agency and holds jurisdiction in the unincorporated areas. Because the unincorporated areas combine to a larger population, the sheriff's offices funding is often larger than the local municipal agencies within the county. With some exceptions, for example Duval County which incorporates the City of Jacksonville, or in the Miami-Dade County area, the city populations are larger and the dynamics for the handling of funding is slightly different. What is observed is that there are mutual aid agreements among law enforcement agencies in each county throughout Florida. This practice allows for smaller agencies who lack certain recourses to obtain services from the larger agencies. For example, some small agencies may not have the resource capability to fund a crimes scene technician, or a patrol canine. If there is a situation when one of these resources is needed, a nearby agency who has one of these available resources will deploy in assistance with the smaller agency. Additional practices as seen in Miami-Dade and other counties, is the sharing of resources, or partnerships that combine resources in order to obtain needed assets. Because most counties in Florida resemble the dynamics of Brevard County, understanding the distribution of resources shows that capabilities of providing the use of a therapy dog for child victims is available for any law enforcement agency. By using mutual aid assistance, or combining resources, the implementation of a therapy dog program is capable of being replicated in each of the 67 counties in Florida.

Multidiscipline Approach

When examining the approach to investigating child physical and sexual abuse in the United States, most States have some form of multidiscipline approach (Hershkowitz, 2013). In Florida, the multidiscipline approach uses the entities of the Department of Children and

Families (DCF), Florida Network of Children's Advocacy Centers, and local law enforcement agencies within the jurisdiction of occurrence. When comparing the dynamics of the multidiscipline approach in Brevard County to the additional counties in Florida, it is observed that the designed practices and available resources are consistent. In each county in Florida there is a DCF and CAC/CPT entity. This shows that by utilizing the protocols created by the Brevard County Sheriff's Office therapy dog pilot project, replicating the program in additional Florida counties, the same protocols can be used to ensure there are no violations or interruptions with the multidiscipline approach.

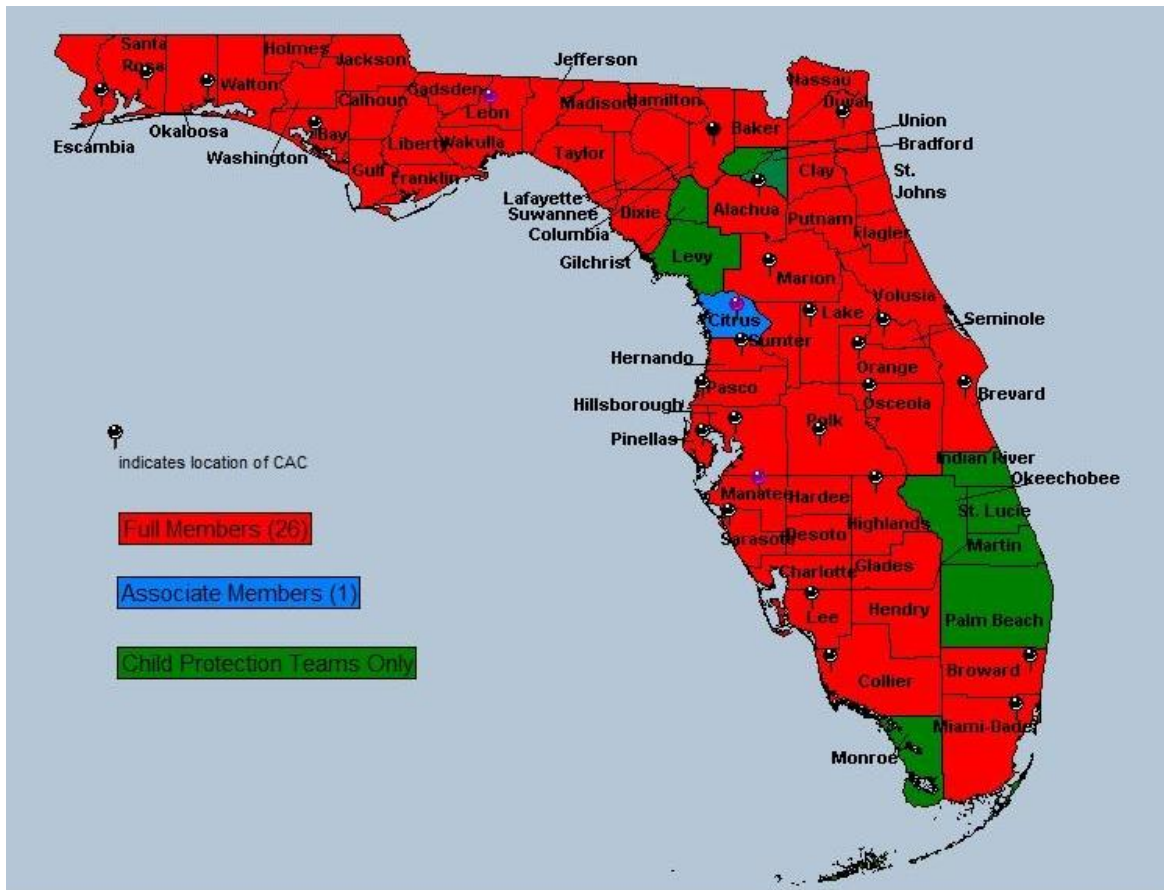


Figure 4. Florida Map of Children's Advocacy Centers and Child Protection Teams
 Source: The Florida Network of Children's Advocacy Centers
<http://www.fncac.org/index.php?s=3060>

Florida Judicial Circuits

One of the reasons consistency among investigative practices is important is due to the State of Florida having strict guidelines on judicial practices. The managing of judicial practices includes dividing the state court system into circuits. These circuits handle the distribution of justice by indicating jurisdictions based off geographic location. For example, all law enforcement agencies in Brevard County are assigned to the 18th Judicial Circuit of Florida. The 18th also includes all law enforcement agencies from neighboring Seminole County. The circuits are based off population and there are a total of 20 in the State of Florida. The importance of understanding the distribution of circuit courts comes into play with examining the judicial administrative orders set by each circuit on the process of interviewing child victims (Eaton, 1991; Perry, 2006; Blanc, 2012). Through the use of judicial circuit mapping, law enforcement agencies who are wanting to implement a therapy dog program will know where it look for understanding the judicial protocols.

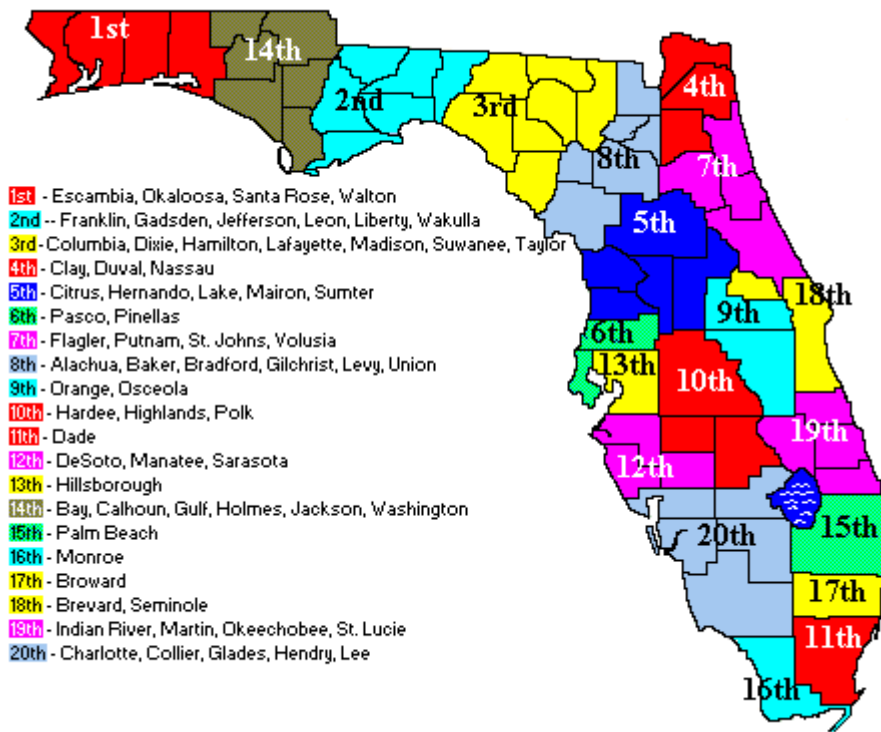


Figure 5. Florida Map of Judicial Courts

Source: Escambia County Clerk of Courts

http://www.escambiaclerk.com/clerk/images2/florida_map_circuit_court.gif

Because Florida Statute 914. 16, sets forth that the Chief Judge in each circuit will design a judicial order on the interviewing processes of child victims, a review of judicial orders was analyzed. What is discovered is that the original judicial order regulating child interviews the introduction of the multidiscipline approach was created by a panel of judges and first implemented in 1986 in the 4th Judicial Circuit (Spatora, 1986). This judicial order became the template for the rest of the circuits and by 1991, each circuit court had adopted the same protocols (Eaton, 1991). As protocols on the interviewing of children adjusted and new practices were introduced, most circuits either revised their judicial orders or introduced memorandums of understanding guiding the practices of the multidiscipline agencies. For example, in 2006, the

9th Judicial Circuit administrative order was changed by Judge Belvin Perry, (2006), to incorporate the use of Children's Advocacy Centers in the verbiage of the order. Although the changes were just updating the current names of the organizations, it did allow other jurisdictions to re-examine and update their administrative orders, as did the 15th Judicial Circuit in 2012. In Brevard County, the original administrative order created in 1991 is still active, but the circuit court has a memorandum of understanding that provides the guidelines for how a child will circumvent the justice system and which duties the multidiscipline organizations are assigned to accomplish. What is observed when examining the judicial circuits, is that each of the 20 circuits incorporates the multidiscipline approach in a consistent manner across that State of Florida whether it is guided in a judicial order or memorandum.

Additionally, when reviewing the judicial circuits, it was discovered that there are several circuits who already incorporate the use of therapy dogs on the judicial level with programs called Courthouse dogs (Phillips & McQuarrie, n.d.). Currently, there are six judicial circuits in Florida who already utilize volunteer therapy dog organizations to be present in waiting areas for victims and witnesses (Courthouse Dogs Foundation, 2011). This information indicates that the protocols used within the Brevard County Sheriff's Office therapy dog pilot program will be sufficient for being introduced among each of the 20 Judicial Circuits in Florida.

Therapy Dog Organizations

In the United States there are over 100 therapy dog organizations and additional organizations who claim to provide training on the use of a therapy dog. One of the more difficult tasks with replicating a program for therapy dogs is determining which organizations and training methods are the best practices. When examining the Brevard County Sheriff's

Office pilot program, the therapy dog organization used was Therapy Dogs Inc. The reasons this organization was chosen was due to it being affiliated with a non-profit organization within Brevard County and because Therapy Dogs Inc is a nationwide organization who follows the standards for being Nationally Registered. This made obtaining the therapy dog easier due to not having to travel for training and meeting the law standards of having a Nationally Registered therapy dog team. Upon examining the ability to provide certified trainers from Therapy Dogs Inc on a statewide bases for consistency, the organizations website provides a locator based on zip code (<https://www.therapydogs.com/Public/FindATO.aspx>). When subdividing the State of Florida into geographic locations based on cardinal locating and entering zip codes from each of the geographic locations within Florida, it is observed that there is Therapy Dog Inc trainers available throughout the entire State. In each area there is a minimum of 12 available trainer/observer within a 50 mile radius of each Florida county. This not only allows for replicating agencies to use the same protocols and training, it continues the need for consistency when being examined on a scientific level. If each agency who adopts the program is providing the same practices and standards for deployment, the results obtained during scientific evaluations are valid and reliable.

Research Institutions

In addition to locating a therapy dog organization for consistency, there is ability to locate a research institution to assist in the data collecting and evaluation of programs. To be able to apply a true researcher-practitioner based program design model it is important to continue the scientific approach to evaluating the replicated programs. This allows for consistent and reliable data that will assist continuing to evaluate best practices of understanding the use of

therapy dogs, methods for increasing disclosure rates, and design models for implementing practitioner based programs in the justice system. Therefore, keeping the same mentality for consistency in mind, the preferred choice for replicating the therapy dog program in the State of Florida, is locating regionally accredited universities located within the State who are familiar with laws and regulations, as well as the research disciplines of Sociology, Criminology, and/or Criminal Justice. This allows for regulations and standards of practice among research protocols to be consistent. For this process, using the same subdivided geographic locations and examining research institutions from the Florida State University System with social science research capabilities, it is shown that each area in the State has access to a state funded university. An index of resources found in Table 6 provides the overall examination of available resources by county and Judicial Circuit.

Table 6: Index of Resources

Geographic Location (FL)	Multidiscipline Approach	Florida Judicial Circuits	Therapy Dog Inc. Trainer/Observer	Research Institutions
Northeast	(CAC/CPT)	4th & 7th	15 or more	University of North Florida
North	(CAC/CPT)	3rd & 8th	15 or more	University of Florida
Northwest	(CAC/CPT)	1st, 14th, & 2nd	12	Florida State
Central	(CAC/CPT)	5th, 9th, & 10th	15 or more	University of Central Florida
West Coast	(CAC/CPT)	6th, 13th, & 12th	15 or more	University of South Florida
East Coast	(CAC/CPT)	7th, 18th, & 19th	15 or more	University of Central Florida
Southwest	(CAC/CPT)	20th & 16th	15 or more	Florida Golf Coast
Southeast	(CAC/CPT)	15th, 17th, & 11th	15 or more	Florida Atlantic

Phase 2 - Stage 2: Re-design

Procedures, Policies, and Deployment Stages

Because the process of investigations within the justice system enter and exit different stages, each stage was broke down to locate what are the best practices when implementing the therapy dog program. This included meshing together the best practices from outside organizations who had already developed policies and procedures which are accepted by the judicial system. The stages are; 1) initial or field contact, 2) prior to forensic interview engagement, 3) forensic interview aid, 4), attorney interview/deposition, and 5) trial testimony.

In the first stage of an investigation, the initial encounter with a child victim took place at either the child's home or some type of residence, a school or daycare, and in some cases at the actual crime scene. Most of the initial encounters it was a patrol officer and a child protection investigator from DCF who would engage the child and family. Because of the number of initial cases where the investigation was closed out in the initial contact, the use of the therapy dog team was designed more for those cases in which there is a reason to believe the allegations of abuse are present. Situations such as the child being located at an active crime scene, the suspect being present or living within the child's home, prior history with the child victim not disclosing, or further evidence supporting the need for an immediately removal of the child. In these situations, the use of the therapy dog team would be responsible for creating a positive distraction in order to remove the child without further traumatizing or increasing anxiety. Because law enforcement officers are known to increase anxiety in children just off presence alone (Dickman & Coober, 2007), the approach utilized in the therapy dog deployment was

extracted from the child protective service manual created by the Department of Health and Human Services (DePanfilis & Salus, 2003). The manual, which is contained in Appendix A, suggest that when engaging children for the first time, providing a friendly attitude and concentrating on rapport building assist in gaining the trust of children. Additionally, in a setting which the child may be exposed to a negative setting such as being removed from parents, the proper response is to distract the child using tactics as giving them a teddy-bear. The softer approached used by child protection investigators is the standard practice in the multidiscipline approach during initial contacts or in the field visits. Because the ideology behind the therapy dog team is to reduce as much anxiety as possible, adopting the child protective procedures are more effective than the current law enforcement approach.

In the second stage of therapy dog deployments, the therapy dog team meets with the child victim or witness in the lobby or waiting area where the child will be interviewed. With the multidiscipline approach, most of the time an interview will occur at an advocacy center. But, in some jurisdictions interviewers may travel to meet with children. In both situations, the interviewer will take time to meet with the child's parents, the DCF and law enforcement investigator, and make sure recording equipment and the interview room are ready. Usually during this time the child will sit and wait in a child friendly lobby to assist in relaxing the child before the interview. Some advocacy centers have toys and books to keep the child entertained, while some places where children are interviewed may be catered more towards adults, such as a police station or fire department. In this time that the interviewer is getting prepared, the therapy dog team has the opportunity to provide several incentives. First, the engagement with the therapy dog itself can assist in reducing anxiety and creating a child friendly environment.

Second, the therapy dog handler has the opportunity to engage in communication with the child. This begins the process of making the child feel comfortable enough to talk with a strange adult. And lastly, the handler can observe the cognitive abilities of the child and range the child's developmental capabilities prior to the interview. This concept is known as the Zone of Proximal Development (Vygotsky, 1978). If a child appears to be above or below their range of development compared to their grade of education, the therapy dog handler has the opportunity to relay this information to the interviewer prior to beginning the interview. This not only allows for the interviewers to properly prepare their approach, but it also allows for more time to be spent on obtaining the disclosure and increases the confidence of the interviewer. This procedure was guided by the literature review on building rapport, observations of therapy dog deployments, and the guidelines for interviewing child victims provide by the NCAC.

The third stage of the therapy dog deployment is also guided by the NCAC forensic interviewing protocols. This stage consist of using the therapy dog team during the forensic interview itself. Because forensic interviewing and the use of therapy dogs has only recently been introduced, the use of the therapy dog is completely at the discretion of the interviewer. In the NCAC manual, (2011), the structure of the forensic interview uses stimulating tools such as coloring, dolls, or therapy dogs in a process. The tools are used to engage children who appear to be nervous or are reluctant to engage. In the Brevard County Sheriff's Office pilot project, the therapy dog team was used as a last resort, or if a child was extremely upset from being away from their parents. If the therapy dog is used in the interview, the handler is to only perform the duties of handling the therapy dog and allow the interviewer to engage in communication with the child. The most common use of the therapy dog team during forensic interviews was distract

that child from being alone or separated. In allowing the child to hold the leash of the therapy dog and take the dog for a walk around interior of the building, anxiety is reduced and the child's concentration is moved away from being alone in a strange environment. This use of the therapy dog team is also used to separate the child from the parent prior to the interview as well.

The fourth stage of the therapy dog deployments occurs after the investigation has resulted in the case being sent to the State Attorney's Office for prosecution. In this process, the second interviewed allowed by law is used by the prosecuting attorney. The interview is conducted usually within several weeks or months after the forensic interview and is for the purpose of allowing the prosecutor to understand the abilities of the child victim or witness to articulate the crime through communication. Because prosecutors in each circuit are chosen for interviewing children based on assignment and skill, the ability to conduct an interview with a child victim can be more challenging for a prosecutor than a forensic interviewer. In deploying the therapy dog team, the discretion is up to the assigned attorney, just as the discretion to use the therapy dog team in a forensic interview is at the discretion of the interviewer. Yet, the therapy dog team can conduct the same procedures in the waiting area as done in the prior forensic interview process. The engaging of the child in the lobby or waiting area of the prosecutor's office allows for the child to again have a reduction in anxiety as they are exposed to having to tell a traumatic story again months later. Additionally, the child may remember the therapy dog team from the prior processes, which increases the probability that the child will be able to recall the articulated statements of events with consistency. The therapy dog team can then introduce the interviewing attorney to the child and transfer the bond and trust. This not only allows the attorney to have a more relaxed child to engage in communication, it allows for the attorney to

be less stressed and reduce the amount of time needed to obtain the necessary statements. The process of the interview can include the therapy dog team if the attorney request. During the Brevard County pilot project, the therapy dog team was used during the interviews with the attorney, but like the procedures for the forensic interviews, the therapy dog handler did not engage in communicating with the child and only performed the necessary handler duties.

The last deployment stage of the therapy dog team is the use in trial testimony. According to, Florida Statute 92.55(4), that provides the law of therapy dogs being available for child victims, it does indicate that it is at the discretion of the proceeding judge (Florida Statute, 2011). Like the prior forensic interview deployment and the prosecutor deployments, the therapy dog team can be used in the waiting area prior to testimony. For being used inside the courtroom, procedures have been created using the protocols designed by the Courthouse Dogs program used in the 2nd Judicial Circuit of Florida (Courthouse Dogs, 2014). These guidelines state that the child can have the therapy dog inside the courtroom. But the therapy dog cannot be observed by the jury and must sit in the aisle way behind the Defendant. Therefore, the process consist of the preceding judge to excuse the jury and Defendant from the courtroom. The child is then brought into the courtroom with the therapy dog and allowed to walk around and become familiar with the courtroom. Once the child is comfortable, he or she is placed in the witness stand and the therapy dog team is placed in the seating area behind the attorneys platforms. This allows for the child to see the therapy dog in the aisle way from the witness stand, but the therapy dog is not observed by the jury and is behind the Defendant. In some courtrooms throughout the United States, therapy dog teams have been allowed to sit with the child on the stand, but this practice is at the discretion of the preceding judge. If a judge allows for the team to sit with the

child, the procedures follow the same as if the team were deployed during an interview, in that there is no engaging in conversation and only taking on the duties of being the dog handler. A complete Concept-to-Practice Index is located below in Table 7.

Table 7: Concept to Practice Index

Deployment Types	Description of Deployment	Origin of Practice
<i>Initial/Field Contact</i>	Make contact with parent/guardian asking about fear of dogs or allergies. Use the canine team to assist removing children from a residence or crime scene, observing upset parent/guardians, or to provide a positive distraction to keep a child focused on answering questions.	DCF guidelines for initial contact
<i>CAC/CPT Before Interview</i>	Make contact with the child and parents in a lobby/waiting area. Build rapport by talking with the child about animals, school, and other subjects unrelated to the investigation. Assist in introducing the forensic interviewer and separating child from parents (walking with the child to the interview room)	NCAC guidelines for rapport building & introduction
<i>Forensic Interview</i>	The therapy dog team can be used in the interview at the discretion of the interviewer and as a tool for keeping the child calm or less distracted. Let the interviewer do the talking.	NCAC guidelines for use of prompts during forensic interviews
<i>Attorney Interviews</i>	Used in the lobby/waiting area to greet the child upon arrival. Can sit with the child while parents/guardians meet with attorneys. Can sit with the child during questioning.	Office of the State Attorney, 18th Judicial Circuit
<i>Trial Testimony</i>	Used to sit with the child prior to testifying in the waiting area. If used in the courtroom, discretion is up to the individual Judge on how the team is deployed.	Courthouse Dogs & 2nd Judicial Circuit

General Practices and Injury Procedures

Another aspect of having a canine introduced into law enforcement is the care and functions of the team during non-deployment hours. Because law enforcement agencies have been using canines for a variety of other functions, many agencies have already adapted policy and procedural manuals regarding care and treatment. Some of the subject matter discussed in these manuals are the housing of the canine, grooming standards, feeding and nourishment, veterinarian care and accepted care facilities, vehicle set-up and equipment, and additional miscellaneous procedures. Appendix B, C, and D contain the policies and procedures of the Brevard County Sheriff's Office for canine operations, which are also the guidelines provided by the Florida Department of Law Enforcement. The Brevard County Sheriff's Office therapy dog team functions the same as any other law enforcement canine team. The canine is assigned to an officer who is responsible for the care and housing of the dog. The canine is with the officer during working hours and lives at the officer's residence. During the time the officer is conducting field work, having meal breaks, or performing duties in which the canine is not deployed, the canine is cared for in the same manner as other canines, by either remaining in the climate controlled patrol vehicle or placed in a kennel in an agency building. Care for the canine has strict guidelines that refer to the supplies that must always be kept available, as in food and water, and ensuring vehicle alarm systems are in place to ensure the temperature inside vehicles remain cool. Some procedures may need to be adjusted for the therapy dog program due to differences between the therapy dog and other canine programs depending on the agency preference. One example observed in the therapy dog program is the transfer of handlers.

In most canine programs within law enforcement, once a canine is assigned to the officer the team must be certified through training on being able to conduct the duties related. For example, if a canine trained for drug detection is assigned to an officer and that officer is promoted, re-assigned, or can no longer assume the duties of a canine handler, the canine is re-assigned to another officer. At that time, the newly assigned officer and canine must attend a training course designed for certifying the team as being able to perform to standards. This process can be costly and take time away from the use of the canine team due to many of the training and certification courses being weeks long. The difference in the therapy dog program from the other canine programs is that a canine used as a therapy dog can be registered with two different handlers at the same time. This allows for the process of transferring the therapy dog from one officer to the next to be done simultaneously or prior to the transfer and eliminating lost time and cost.

Practices in regard to handling the canine as a therapy dog have been formed using the policies and procedures of the therapy dog registration organization. During the process of training and observations conducted by Therapy Dog Inc trainer/observers, handlers will be taught the proper methods for deploying as a therapy dog team. Along with obtaining the National Registration status, each handler receives a Therapy Dog Inc manual containing protocols for deploying. Therapy dog handlers, like their patrol, bomb, and other law enforcement working dog handlers, are responsible for understanding the best practice and standards of being a canine handler.

In the case of an injury, or possible injury, caused by a canine, policies and procedures have strict regulations in regard to documenting the incident. These injuries can be as a result to

a bite from the dog, scratches from untrimmed nails, or an incidental fall in which the blame is placed on the canine. In order to properly articulate the incident supervisors should be notified and a detailed written report should be filed. In Appendix E, the Brevard County Sheriff's Office utilizes a form that incorporates detailed fill-in-the-blank questionnaire along with a diagram for illustration. As far as treatment of the injury, these policies and procedures are referred to the agencies statutory mandated policies in regard to any injury occurring to a person during law enforcement operations.

Record Keeping

Most law enforcement agencies track law enforcement engagement through some type of numbering system. The most commonly used is known as the Case Report numbering system. The format of the systems can differ, but for the most part the functions are the same. Anytime a law enforcement officer engages in some type of police performance a number is generated to document the incident. At the Brevard County Sheriff's Office, when an officer performs a duty that are issued a case number that begins with the year of occurrence and is followed by the numerical sequence for when it was conducted. This case number is filed in a database with details of what was conducted. For example, case number 14-000143, means that the incident was conducted in the year 2014 and was the 143th incident documented as a police engagement. Canine deployments are also tracked in this process in order to record performance. The purpose of documenting canine deployments can expand from evaluating performance, estimating future cost, and justifying needs for resources. When adopting the therapy dog team, the documenting of canine responses can be categorized the same as other canine teams within an agency. In

order to properly evaluate the therapy dog team according to the standards needed for academic review, there is two additional tracking methods needed.

The first is a list of deployments with a brief narrative of what occurred. This narrative is to be approximately one paragraph in length and contain no indicators of the victim or suspect identification. The details consist of the case number, the age and race of the victim, what the therapy dog team did to assist, what the outcomes of the interaction, and if witnesses mentioned the support of the therapy dog team. This list of narratives can be kept in any type of Word style documentation and transferred from handler-to-handler. The purpose of these narratives are to allow for a qualitative review during evaluations. An example of the narrative tracking can be observed in the Brevard County Sheriff's Office therapy dog narrative report located in Appendix F.

The second tracking sheet will consist of an Excel spread sheet, or if not Excel is not available, any documentation collecting the needed variables for a quantitative evaluation. The variables collected will consist of; 1) Case Number, 2) Type of Incident, 3) Race of Victim, 4) Gender of Victim, 5) Age of Victim, 6) K-9 Team used, 7) Interview Outcome, 8) Case Investigator, and 9) Case Closure. An example of the Brevard County Sheriff's Office tracking sheet can be reviewed in Figure 6. In collecting this information, the ability to extract and statistically examine therapy dog results from multiple agencies will be consistent and easier to process. One of the reasons the use of the Excel spreadsheet is preferred is due to the ability of the software to be imported into the IBM SPSS statistical software commonly used by scholarly researchers. By having both qualitative narratives and quantitative data available, the evaluation

process of examining the effectiveness of the therapy dog programs is considered reliable and valid.

<u>Case Number</u>	<u>Type of Incident</u>	<u>Race</u>	<u>Gender</u>	<u>Age</u>	<u>K-9 Team</u>	<u>Forensic Interview</u>	<u>Case Agent</u>	<u>Closure</u>
	1- Sexual Abuse 2-Child Abuse 3-Witness				Officer / Canine	1-Maltreatment - Active Disclosure 2-Maltreatment / Tentative Disclosure 3-Maltreatment / Denial 4-No Maltreatment /Allegation Made 5-No Maltreatment / No Allegation	Name	
Example								
14-0000001	1-Sexual Abuse	White	Female	5	John Doe / Dog	1-Maltreatment - Active Disclosure	Detective	Arrest

Figure 6. BCSO Therapy Dog Excel Tracking Sheet
Source: Brevard County Sheriff's Office Internal-Formative Evaluation

Law Enforcement Therapy Dog Team Personas

During the process of analyzing the use of a therapy dog team and the functions of a law enforcement organization, several options for therapy dog handlers were examined. The analysis included both non-law enforcement employees and sworn law enforcement officers. A total of six options were divided into personas including the strength and weakness of each option, giving law enforcement administrators a view of which persona best fits their structure and resources. Each persona contains strengths and weaknesses varying from cost effectiveness to availability. Law enforcement administrators can review the personas and determine which option best suits the individual agency, as well as determining which employee type will be the most effective depending on the number and type of cases the agency is responsible for handling. The details of these personas are observed below in Table 8.

Table 8: Therapy Dog User Personas

User Persona	Strengths	Weaknesses	Approximate Cost Per Year
<i>Volunteer Employee</i> – agency associates who work for no cost.	<ol style="list-style-type: none"> 1) No cost for salary & benefits 2) No cost for K-9 pay 	<ol style="list-style-type: none"> 1) <i>May not be covered under agency liability insurance</i> 2) Excluded from forensic interviews & attorney depositions 3) Availability limited 	\$0.00
<i>Civilian Employee (Advocate)</i> – non law enforcement employees, usually assigned to victim services, crime analyst, or investigative assistance	<ol style="list-style-type: none"> 1) No cost for K-9 pay 2) Training in victim awareness 	<ol style="list-style-type: none"> 1) <i>May not be covered under agency liability insurance</i> 2) Excluded from forensic interviews & attorney depositions 	\$0.00
<i>Reserve/Auxiliary</i> – volunteer sworn law enforcement officers who work for no pay or benefits	<ol style="list-style-type: none"> 1) No cost for salary & benefits 2) No cost for K-9 pay 3) Can be present for all aspects of the investigative & judicial process 	<ol style="list-style-type: none"> 1) Availability can be limited 2) Program sustainability is low 	\$0.00
<i>Investigator/Handler</i> – sworn full-time law enforcement investigators who are also therapy dog canine handlers.	<ol style="list-style-type: none"> 1) Can be present for all aspects of the investigative and judicial process 2) More familiar with investigative and judicial processes 3) High availability 	<ol style="list-style-type: none"> 1) Cost for K-9 pay 2) Increase work load along with normal investigative duties 	\$3,500
<i>Dual-Purpose Handler</i> – other non-apprehension K-9’s already in the agency, Bomb, Search & Rescue, etc.	<ol style="list-style-type: none"> 1) Can be present for all aspects of the investigative and judicial process 2) Cost efficient 	<ol style="list-style-type: none"> 1) Availability can be limited 2) Cost for K-9 pay 	\$30-45 (Only cost is therapy dog Registration Fees)
<i>Full-time Handler</i> - only duties are to deploy as a therapy dog team	<ol style="list-style-type: none"> 1) More familiar with investigative processes 2) High rate of availability 	<ol style="list-style-type: none"> 1) Cost for salary and benefits 2) Cost for K-9 pay 	\$38,000-\$60,000 (Depending on agency salary and K-9 pay)

Determining Options for Agency Implementation

In addition to locating the types of therapy dog teams available for law enforcement administrators to choose from, an analysis on agency structure and resources based on size was also conducted. Because agency size does not always determine the appropriated resources, what can be examined as a variable for forecasting is the number of cases in which an agency may choose to utilize the therapy dog team. For instance, if an agency would choose to have the therapy dog team deploy for cases involving child physical and sexual abuse, domestic violence victims, witnesses and related survivors of homicides, tragic incidences, or even public relation and awareness events, they can utilize agency databases to determine the number of times the therapy dog team could be used. If an agency is associated with a research university, this forecasting can be conducted by research student interns. In the Brevard County Sheriff's Office pilot program, the agency averaged 367 allegations of child physical and sexual abuse per year from 2011-2014. The therapy dog deployments started in the summer of 2013 and utilized the Investigator/Handler therapy dog team, which deployed on 103 cases into 2014. The internal-formative evaluation indicated that the therapy dog team was utilized on 1/3rd of the cases in which the criteria was met for a therapy dog deployment. The average number of times the team deployed was 2 per week. The average amount of time the team could have deployed was 5 per week. Issues with investigative priorities, off duty time, and training complicated the use of the therapy dog team with one handler. The evaluation suggested there were an additional 160 plus cases in which a therapy dog team could have been deployed. This forecast allowed for the administrators to locate and justify resources to initiate a second Investigative/Handler therapy dog team to begin deploying in the summer of 2015. The provided example indicates that

forecasting possible deployments can assist in determining which options and cost will be associated with starting a therapy dog program. When examining the number of cases an agency would deploy the therapy dog team, a rough estimate would indicated that approximately 1/3rd to 2/3rds of the cases located for possible deployment would benefit from the therapy dog interaction.

User Matrix

When attempting to implement a new program into a law enforcement agency, administrators and managers do not always have the time needed to examine all possibilities in detail. For this reason, in creating a program re-design, one aspect of the design needed to focus on a tool that would allow administrators and managers to locate their agency specific options. By combining the different user personas and the agency caseloads, the matrix in Table 9, has been developed to indicate which therapy dog team options are best available for agency types.

Table 9: Law Enforcement Therapy Dog User Matrix

<i>User Personas</i>	<i>Caseload Per Year</i>				
	0-50	51-150	151-300	301-450	451+
Volunteer	X	-	-	-	-
Civilian Employee	X	X	-	-	-
Reserve/Auxiliary	X	X	-	-	-
Dual Purpose	X	X	X	X	-
Investigative/Handler	X	X	X	X	-
Investigative/Handler (x2)	-	X	X	X	X
Full-time Handler	-	-	X	X	X

(X= Suggested Options)

Phase 2 – Stage 3: Implementation

For the initial replication, upon approval five law enforcement agencies will be replicating the Brevard County Sheriff's Office pilot-program. The pilot-programs will be implementing using the framework of the re-design model. These agencies represent each type of agency structure and user resource capabilities located in the State of Florida according to the re-design model. For example, Dade City Police Department is a smaller agency with minimal resources compared to the resources of larger agencies such as Polk County and Palm Beach County Sheriff's Offices. There are also two medium size agencies, the Palm Bay and Clearwater Police Departments. Using the matrix provided, each agency has selected a type of therapy dog handler to be implemented and evaluated. During the completion of an 18 month pilot replication study, formative evaluations will be conducted by the assigned research institution for result and suggested changes. If the results being examined are consistent with the results first examined by the Brevard County Sheriff's Office pilot study and there are no issues with the implementation process, then an additional six agencies will be selected for a third phase of replications.

Upon completion of the second phase of replicated studies, an external-summative evaluation will be completed by compiling the data from each replication research institution for an overall evaluation of the program's effectiveness. At this point, the law enforcement therapy dog initiative will have examined a total of 7 law enforcement therapy dog programs in over a period of four years. If the results continue to support the theory then an additional re-design will be completed if needed in order to meet the goal of having a law enforcement therapy dog program in each judicial circuit in the State of Florida. Using the data and evaluations, a formal

therapy dog manual will then be created complete with training and implementation instructions which will be distributed to law enforcement agencies throughout the State. The overall expectation is to complete the formal design for the State of Florida by January 2018. The overall implementation timeline is located in Table 10.

Table 10: Implementation Timeline

<i>Replication Site & Type</i>	<i>Research Institution</i>	<i>Projected Date</i>
Brevard County Sheriff's Office <i>Investigator/Handler (Pilot)</i>	University of Central Florida (Department of Sociology)	May 2013 - December 2014
Palm Bay Police Department* <i>Civilian Employee</i>	University of Central Florida (Department of Sociology)	May 2015 - December 2016
Brevard County Sheriff's Office <i>Investigative/Handler X2 (Phase 2)</i>	University of Central Florida (Department of Sociology)	May 2015 - December 2016
Clearwater Police Department <i>Volunteer Handler (4 dogs 2 handlers)</i>	University of South Florida Criminology Department	May 2015 - December 2016
Dade City Police Department* <i>Reserve/Auxiliary Handler</i>	St. Leo University Criminology Department	August 2015 - December 2016
Polk County Sheriff's Office* <i>Investigative/Handler</i>	University of South Florida Criminology Department	August 2015 - December 2016
Palm Beach County Sheriff's Office* <i>Dual Purpose Handler (Cadaver Dog)</i>	Florida Atlantic University Department of Sociology	August 2015 - December 2016
Phase Two Replications Complete	-	January 2017 - May 2018

(* = Approval process pending)

CHAPTER THREE: IMPACTS & ACHIEVEMENTS FOR UTILIZING THERAPY DOGS IN LAW ENFORCEMENT AND FUTURE PROFESSIONAL PRACTICES

Goals and Achievements

The overall goals of the concept-to-practice model were 1) implement a therapy dog K-9 team that could deploy during investigations of crimes against children without interfering with the judicial and organizational processes, 2) reduce stress and create communication with children to effectively increase disclosure of abuse, 3) be designed in a manner so other law enforcement organizations throughout Florida and the United States could replicate the program, and 4) have benchmarks and a data collecting method backed by empirically guided research in order to expand on areas such as the use therapy dogs, best practices for interviewing child victims, and program implementation in a complex organization such as law enforcement. Upon completion of applying the therapy dog concept to the entire concept-to-practice model, all four goals have been achieved. By completing these goals the Brevard County Sheriff's Office was successful in adopting the innovative practice of providing therapy dogs for child victims. Not only did the child victims benefit from the change in practice, the Brevard County Sheriff's Office and the additional organization involved in the multidiscipline investigative approach also benefitted from the much needed knowledge and communication. Because this model was designed with the intentions and options for replicating throughout the State of Florida, more child victims, and the investigating agencies associated with crimes against children, will also benefit as future programs. Additionally, by imbedding academic design and evaluation

methods, a deeper understanding in the victimology of children will develop future best-practices.

The Process of Achievement

In order to have achieved the goals, that were not only specific but encompassed many aspects, a proven process was needed. The development of the process utilized several research-backed methods that assisted in examining the concept. The first steps consisted of developing a better understanding of the performance problems through a review of past research literature and practitioner practices, along with incorporating a deeper understanding for the justice system processes through the ethnographic observation. The processes continued by allowing for a review of why the problem existed by examining the issues through knowledge, motivational, and organizational theoretical lenses. This allowed for the performance gaps to be questioned and the ability to locate statistical data to measure those gaps and locate benchmarks for future changes. At that point, re-examining the literature and practices, along with exploring other possible options for change produced a solution analysis with options when constructing the program design.

Once the resources for the program design were located, building the program design was constructed using tested methods for analyzing organizational practices to ensure all the pieces fit and function properly. Once a design was created and the implementation of a pilot-program had begun, a constant review of practices along with an Internal-Formative evaluation allowed for any shortfalls or needed adjustments to be addressed. The process allowed the implementation of the program to be examined and ensured the design of the program was operating as it should. Next, the process indicated whether or not the outcomes of the program

were as desired through the use of the statistical analysis which was created during the initial gap analysis phase. By the end of the first process (phase 1), the results assisted in indicating whether or not the design was successful and if the concept needed to make adjustments in practice. If the pilot-program had been determined not to have met the desired means, then a re-examination of the design could have been conducted to assist in determining if it was the design that failed, or if it was the concept itself. When the pilot-program was determined to be a need for the organization, a re-examination of the program for sustainability was conducted, along with adjusting the program for replication in similar organizations that promoted consistent practices across the discipline.

The second step (phase II), which assisted in accomplishing the larger goals of initiating statewide initiatives and empirical practices, was a continuation of the overall concept-to-practice process. The re-examination of the program incorporates a broad spectrum of practitioners and researchers. This allowed for a larger perspective of needs and suggestions from those stakeholders for which the original program may adhere too. These options were then analyzed through structural and resource framework and applied throughout the geographical and organizational areas in which the concept is likely to be replicated. The results produced a model of options that are not only consistent among practices, but are also resource friendly, sustainable, and continue to collect reliable data that will assist future researchers in validating the concept. The entire concept-to-practice model provides the needed framework for implementing an innovative concept and developing problem-solving programs. The ability to complete the goals desired of the law enforcement therapy dog program were achieved using this process. The complete concept-to-practice model can be examined in Figure 7.

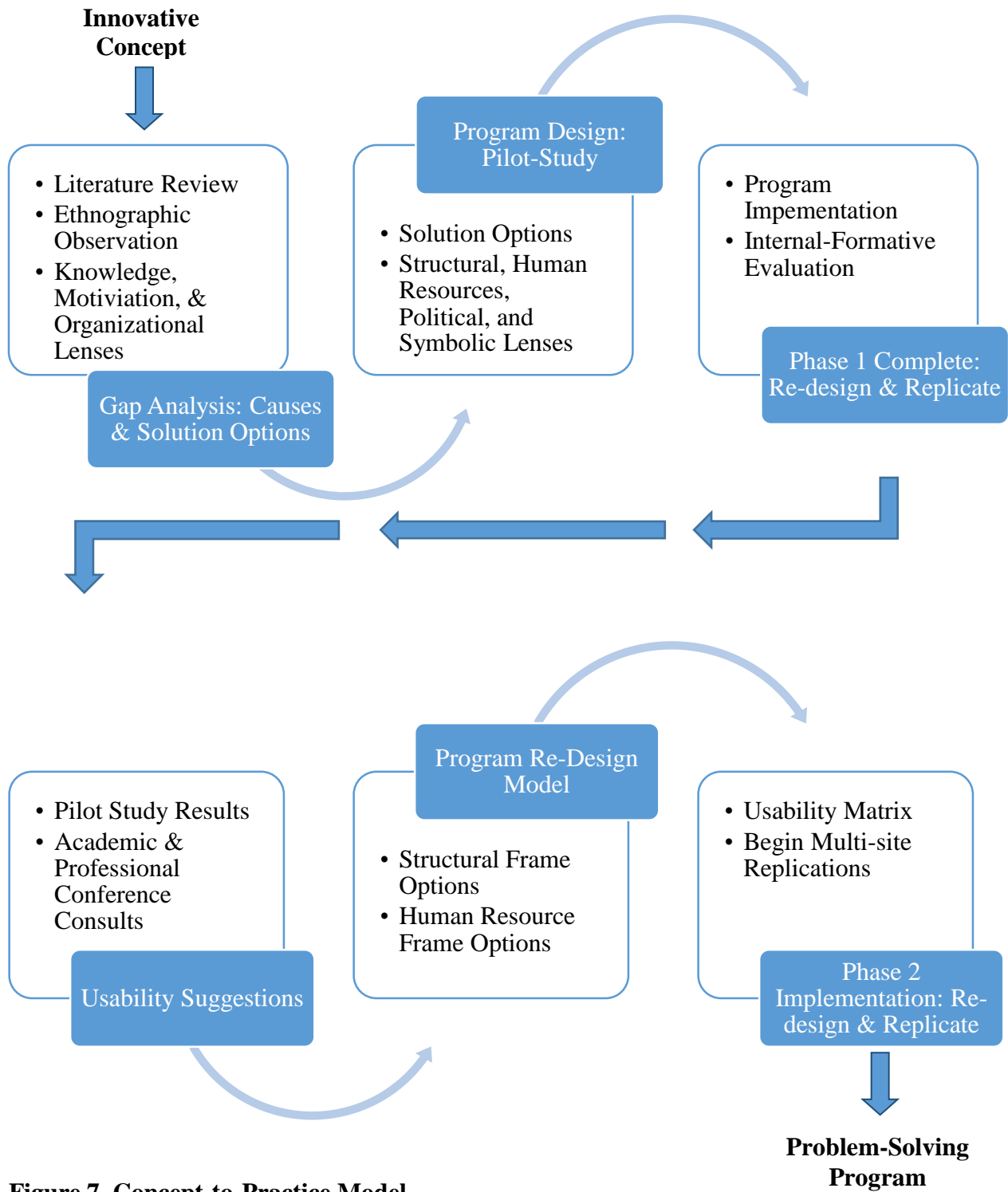


Figure 7. Concept-to-Practice Model

Organizational Achievements & Expectations

Brevard County Sheriff's Office

For the Brevard County Sheriff's Office, the implementation of the therapy dog program has produced several positive achievements and awareness of additional changes in practice. Most importantly are the affects pertaining to how investigations cater to child victims. The therapy dog program has been utilized to walk over 100 child victims though the justice system. During the process these children experienced far less stress than with previous practices. The disclosure rates increased from 36% to 82%. Additionally, the education and awareness that was shared as the program was implemented assisted in developing a deeper understanding for child victims and allowed investigators to consider small changes within their own practices to ensure they were not creating instances that produced anxiety. The broadening of thought by introducing outside tactics for addressing law enforcement practices assisted in implementing the concept of thinking outside the box and developing additional concepts for enhancing best-practices.

Multidiscipline Team

One of the aspects located during the program design involving organizational causes were the barriers of communication between the multidiscipline organizations involved with investigating crimes against children in Brevard County. Upon examining the motivation causes, low disclosure rates appeared to create frustration among the different entities. The unconscious behaviors that were contributed to the frustration involved blaming and unsatisfactory

performance perceptions. The lowered moral played an additional role in increasing anxiety in child victims and their families as tensions between child protection investigators, law enforcement investigators, and case coordinators were sometime evident. This problem was not just observed within the Brevard County multidiscipline team, but also throughout the State of Florida and nationwide. During the implementation of the therapy dog program, members of each organization became aware of one another's roles as well as being provided with the results of the statistical analysis showing an above average performance rate, which negated previous perceptions. Law enforcement and child protection investigators were educated on the difficulties of interviewing child victims and the strict procedures that guide each question asked. As the therapy dog program progressed, conversations between the multidiscipline team members escalated cooperation and increased morale significantly. The changes in attitudes and performance shifted as a deeper understanding of the victimology of child victims was learned by all members. As explained by Bandura (1977), by eliminating stress barriers such as false perceptions of performance and increasing confidence through communication and education, the self-efficacy of the case coordinators and the multidiscipline team as a whole can have a significant effect on job performance. Therefore, by educating team members on their roles, along with the addition of the therapy dog reducing the stress of child victim, case coordinators also benefit significantly from the use of the therapy dog program.

Anticipated & Unanticipated Impacts

Child Victim Impact

In order to completely understand the impact of providing an innovative tool such as the law enforcement therapy dog program, we must realize the possible number of children in our society who are being subjected to abuse. According to the U.S. Department of Health and Human Services (2012), it was averaged that over 700,000 children a year were determined to be victims of abuse in the United States, with approximately 52,000 of those children residing in the State of Florida. The significance of these statistics are even more disturbing when understanding that these numbers are accounting for the 20-40% of children who actually disclose abuse (Alaggia, 2010). This would indicate that there are another 1 million plus children in the United States, or an additional 50,000-80,000 in the State of Florida who are slipping through the cracks of the justice system and continuing to live a life of abuse. According to the results observed in the Brevard County Sheriff's Office therapy dog program, which observed an approximated 40% increase in disclosure, we have an opportunity through utilizing innovative practices like the therapy dog program to locate an additional 30-40% of those child victims who are possibly being abused. The impact of similar programs will have the potential to identify and rescue approximately 2/3rds of all child abuse victims.

Understanding Child Abuse Crimes

Because the push to fight child abuse did not begin until the 1980's (Mason, 1990), and that the processes of investigating child abuse cases are confidential, research on examining the behavioral characteristics, physiological effects, and offender motives are relatively new.

Unfortunately in order to understand any of these processes in depth, we have to learn from the children who have experienced the abuse first hand. Because the justice system is developed to reduce harm by not exposing the child to talk about the trauma over and over, the information obtained is usually lacking significantly in detail when compared to the actual event. The information obtained on child abuse dynamics with past research usually comes from analyzing criminal cases and adult survivors. Although this information has been successful in explaining some of the knowledge about child abuse, over time the memory of the abuse and minimal evidence may also lack the details needed for in-depth analysis. The need for information is another reason for having effective tools when interviewing child victims. The more we can learn about increasing the communication with a child, the more we can learn about the other aspects of child abuse characteristics. Increasing communication does not just increase disclosure rates or arrest. As children are able to articulate more details about what has occurred, we are able to shed light into the practices of those who are harming them. Learning more about the behavioral practices of offenders allows researchers and investigators to be more thorough and locate common characteristics among offenders that will ultimately provide a clear picture of who it is harming our children and more importantly how they are targeting them. Additionally, the increase in communication also allows for locating possible circumstantial evidence as information used from the child's statement yields additional evidence of support, which is a significant ally for prosecution (Castelli & Goodman, 2014). The impact on investigative practices through a deeper understanding of the criminal dynamics will lead to more suspects being prosecuted, victims escaping abuse, and provide child victims the chance to live an adult life with reduced post-trauma effects.

Victim-Focused Practices

Care for our children is one of the greatest demands of our society. Resources for education, health care, and social services often focus on children as their main priority and the evaluation of best practices are constant. In order to effectively fight child abuse from both a law enforcement and societal front, we must first understand the aspects of what is occurring. By placing the same emphasis on how crimes against children are investigated and processed through the judicial system we create the opportunity to shift the effects of victimization far beyond just bringing a suspect to justice. The therapy dog program focuses on a facet of areas in which advancements can be made including the treatment of all victims and witnesses in the justice system. The design of this program does not just stop with Brevard County as its ultimate purpose is the continued pursuit of locating best practices and creating opportunities for additional subject matter to be researched in providing fair treatment to those of have been victimized by others so they may have a better opportunity to lead lives with reduced traumatic effects.

When examining the effects of abuse from a child victim, studies that focused on adults who had been child victims showed that the majority carried some type of symptomatic social or psychological trauma (Ullman, 2007; Sprinkle, 2008; Shipman & Taussig, 2009). One of the factors child abuse victims are exposed to is experiencing negative effects into adulthood due to the lack of proper mental health services (Hebert, Tourigny, Cyr, McDuff, & Joly 2009). What is now being learned is that proper counseling for child abuse victims reduces traumatic symptoms often observed in the victim's adult life (Kolko, et al., 2010; Montoya, Giardino, & Leventhal, 2010). Some of the key components to successful counseling is rapport building and

communication between the patient and practitioner (England, 2009, De Bellis & Zisk, 2014). Prior practices in mental health counseling resembled the same as the investigative process in regard to the approach of the child victims (Cohen, et al., 2010), being that if children did not communicate they are more likely to discontinue treatment and are left to deal with the psychological and sociological effects on their own (Kruger, Trachtenberg, & Serpell, 2004). In order to effectively transition a child from the investigative aspect of being a child victim into the psychological process of attempting to reduce the long term traumatic effect, the child must be prepared to enter the counseling phase of the social system.

When examining the process of the law enforcement therapy dog program, we observe that there is a stage in which the therapy dog interaction prepares a child prior to an interview by providing the opportunity to build rapport and communication. This stage assist by allowing the child to build trust with members of the social services and provides a safe environment which lowers anxiety. Children who have often become comfortable with one adult may experience anxiety when having to be transferred to another adult for additional services. This concept of anxiety is similar to how young school grade children often experience anxiety upon changing grades or getting new teachers. As a child moves on, the adult assigned to taking on the responsibility for treating or educating that child has to take the time to build rapport and trust in order to get the child to participate. The therapy dog interaction can act as a bridge which closes the anxiety gap during transition from one adult to another. By incorporating the therapy dog interaction at the beginning stages when a child victim enters the social service process, the child will build trust with the entire social service system. Therefore, the transferring of trust between different members of the social service process becomes a norm for the child. In the end, the

child has become more comfortable engaging in communication with service providers and, by the time a child enters mental health counseling, he or she will be far more comfortable talking with service providers and will have the opportunity of successfully completing treatment and leading an adult life with reduced symptoms (Farrell, 2010).

Additionally, the therapy dog program provides a service that is often missing from the justice system. This service is the equal treatment of victims in a process that heavily favors the accused. Implementing new practices that allow victims to communicate with less fear and more confidence helps equalize the judicial process and creates fairness for victims. The lasting results would show more cases ending with plea bargains and fewer victims will be placed in the position of having to sit on a witness stand and tell their horrific story. By reducing the number of times the justice system re-victimizes individuals, the more likely a greater number of victims will be able to move into the healing processes quicker and with less trauma to overcome.

Providing Better Law Enforcement Tools

The introduction of law enforcement therapy dogs provides an example of locating effective tools for investigating crimes against children. The use of a therapy dog is just one option of tactics that can be examined for assisting in investigations. By showing that using professional practices from outside the justice system can also provide a positive impact inside the justice system, practitioners and researchers can begin working together to examine the use of other innovative ideas. With the influx of technology in the last two decades the processes of committing criminal acts, investigations, and research have all become more dynamic and at a much faster pace than ever seen before. This has both positive and negative effects as we see criminals utilizing technology to victimize and law enforcement attempting to keep pace with

implementing justice. One negative effect of technology is that with relatively new phenomenon such as the internet, law enforcement is usually lagging behind because they are learning about how criminal acts are being conducted after crimes have been detected. Adding to the problem is the pace in keeping up with criminals is getting faster as technology continues to expand at a rapid rate. But there is a positive influx due to increased technology, and that would be the ability of researchers to process information on a much faster level than ever before. Studies which would have taken a few years to complete in the past can now be reduced to a few months today. The current challenge is closing the communication gap between law enforcement practitioners and academic researchers in order to provide a smooth transition of data and suggestions to effectively produce positive outcomes in the timeframe needed to keep pace with criminal activity. The example of the therapy dog program does just that. It shows that by incorporating the academic component of concept-to-practice models in law enforcement, innovative ideas can be examined from the beginning and continued throughout the process of program design and implementation. This not only provides an effective implementation with reliable and tangible results, but with the ability to provide a more in depth understanding into the dynamics of law enforcement practices at the same time.

Statewide Initiatives

Another anticipated outcome and achievement will be that law enforcement therapy dog programs begin starting up all over the State of Florida. As the program replicates, more consistent data will assist in supporting whether the use of therapy dogs increases disclosure rates and is effective in combating crimes against children. By locating additional valid and reliable data, empirical support will assist in expanding law enforcement therapy dogs in

becoming standard practice. In utilizing the concept-to-practice model created for the Brevard County Sheriff's Office, the re-design phase (phase II) allows for any law enforcement agency in the State of Florida to replicate programs on a consistent basis. In keeping the replicated programs consistent with one another, researchers have the ability to examine and evaluate the processes and suggest changes in order to provide the best services available by the time agencies begin implementing programs on their own. This allows for a proven process for modifying and re-evaluating program needs to ensure sustainability.

The ultimate outcome of the law enforcement therapy dog model is to allow for a process of replication that ensures additional law enforcement administrators, law makers, and judicial practitioners the program is sound and reliable. The overall program design starts from one agency and slowly incorporates others while examining each aspect of therapy dog concept being integrated into law enforcement practices. Because multiple lenses and outside evaluations examine the program functions, the questions most administrators, law makers, and judicial practitioners would ask will more than likely been answered. This assist in creating buy-in by displaying the strength of the program design. By allowing different options for implementing the program, administrators are not left attempting to improvise the program in order to cater to their agency, resulting in the possibility of an unconscious negative effect. This practice of consistency allows for the law enforcement community to be more effective across the State and allow for changes in practice to be integrated with less resistance. Additionally, by starting pilot programs throughout different areas of the State, as the program expands, there will be agencies within each geographic location who can assist surrounding agencies by providing the knowledge and resources available in their selected areas. The networking between agencies

is more confined and there is a lesser likelihood of improper implementation due to communication issues. This ensures that additional therapy dog programs throughout the State of Florida will have the same access to resources during the process of entering and exiting the justice system.

National and International Initiatives

The ability to effectively reduce crimes against children is not just a problem for law enforcement in the United States but throughout the world as well (Shipman & Taussig, 2009; Hershkowitz, 2013; Marchant, 2013). Because most criminal justice systems cater to an adult atmosphere in a professional setting, designing and implementing processes for children is often left to outside organizations like advocacy centers and social services. Yet, when an effective method for assisting child victims is discovered, the rigorous policies and procedures of the justice system create impenetrable barriers or slow the processes of implementation which create negative results. This occurs because of the due process rights afforded to possible suspects is considered precedent, which is also observed in most justice systems throughout the U.S. and internationally. In order to ensure that the due process rights are not violated, the overall program design for the therapy dog program incorporates processes that are already accepted within the judicial system. By extracting accepted practices from different organizations and piecing them together into the law enforcement organizational framework, those implementing a new program will be able to navigate the barriers successfully and focus on the effectiveness and overall results. It can be assumed that by forming additional programs using the same methods as the therapy dog program, introducing new programs throughout the State of Florida and the U.S. can occur without experiencing significant barriers. This program design can also act as a

template for introducing additional researcher-practitioner methods and practices into the justice system without violating individuals' due process rights or having effective concepts stonewalled because of improper program design.

Professionalizing Law Enforcement

Since the beginning of organized policing there has been an effort to professionalize the practices using business management tactics, higher education, and research backed theoretical implications (Kelling & Moore, 1998; Schulhofer, Tyler, & Aziz, 2011). Today, organizations such as the FBI Behavioral Analysis Unit, U.S. Department of Justice, U.S. Office for Victims of Crime, and many other organizations are looking for effective researcher-practitioner program models that provide evidence-based practices built for expanding on future research in law enforcement (Holder, Leary, & Frost, 2013). Some of the issues causing barriers in locating researcher-practitioner models include a lack in higher education in law enforcement, communication barriers between academia and police administrators, the closed-off culture of police, and the complexity of the criminal justice system (Williams & Murphy, 1990; Wilson, 1999; Skansky, 2006). In order to bridge the gap between law enforcement practitioner and academic research, there needs to be a link, or field researcher, with the willingness to understand both aspects of law enforcement and academic needs. Having someone who can act as a translator between organizational language and academic language eliminates confusion and misconceptions that can often close off communication and build resistance to change.

Applying True Researcher-Practitioner Partnerships

One of the barriers involved with partnering academics and law enforcement practitioners is the education gap (Wilson, 1999). In stating the education gap exists, it is not that law enforcement practitioners lack higher education, but the type of education. The issue is that most law enforcement administrators and educated practitioners are not educated in academic research practices, but mostly business administration or justice system administrative educations (Hital & Densley, 2013). Therefore, when attempting to communicate in terms of possible variables, benchmark data, statistical analysis, or theoretical explanations, practitioners are more likely to define terms through a different understanding that can often lead to confusion. Adding to the barrier of communication is that academics often have a difficult time understanding the full aspect and perceptions viewed by law enforcement practitioners due to the lack of experience with in-the-field observation (Schulhofer, Tyler, & Aziz, 2011). An example of an academic practice not commonly used but could be an essential piece is obtaining practitioners perspective through the use of sociological ethnographic observations (Venkatesh, 2013).

The ethnographic observation provides a nonbiased academic lens from a field researcher to assist with locating valuable insight on organizational functions. This was utilized during the therapy dog pilot-program to remove the law enforcement lens and understand the aspects associated with each persona involved with investigation crimes against children. By examining each entity independently, a field research can examine their observation for unconscious bias perceptions while also locating previously unknown causes such as motivation, education, or organizational issues. Educating practitioners on conducting ethnographic observations is one way to reduce the communication barrier needed for researcher-practitioner based projects.

Additionally, examining the internal functions of a law enforcement organization increases the knowledge for both law enforcement practitioners and academic researchers on what is actually occurring. By exposing the internal knowledge and motivational gaps through observation and understanding organizational causes and solutions further assist in developing a reliable academic analysis. The use of tools like the ethnographic observer provides a workgroup style research component that acts as a bond between academic and law enforcement, increasing buy-in and ensuring that any possible negative effects will be addressed prior to suggesting organizational change. Providing a template for researcher-practitioner program development is what the law enforcement therapy dog program was able to accomplish as the larger goal outside of effectively introducing a tool for investigating crimes against children.

By using the same organizational framework and theoretical evaluation methods used in this concept-to-practice program design, law enforcement practitioners can begin implementing their own researcher-practitioner based programs with research institutions. Because the law enforcement therapy dog program incorporates the use of empirically tested methods for the design model, police agencies and academic research institutions can build relationships while starting their own therapy dog program which ultimately promotes a teamwork effort to decrease crime and provide a better product of policing to society. For the State of Florida, these relationships can create a network of resources between research institutions within Florida's State University System and law enforcement throughout the State, which can then be replicated in states across the U.S. As social changes begin to affect law enforcement practices throughout the nation, effective organizational adjustments can be located using the expanded network, providing a faster and more effective solution. This is why many of the federal organizations

serving the justice system are calling for innovative researcher-practitioner based design models. The ultimate achievement of this project has shown that evidence-based practices used in outside social service disciplines, like education, can also be highly effective in the discipline of law enforcement. In a time when the social movement in the United States begins to question law enforcement practices, there is no better time to introduce proven researcher-practitioner based programs that increase transparency and focus on regaining the trust of the public.

Unanticipated Impacts

In addition to the anticipated impacts, there were several unexpected impacts observed. One unexpected impact of the therapy program was the experience of reducing work related stress. When creating the program one of the concerns mentioned was whether or not having a dog inside the office building would interfere and cause distractions with everyday operations. Because the therapy dog was present within the confines of the Major Crimes Unit on a daily basis, employee interactions with the therapy dog were actually observed as a significant work-related stress reducer. During informal interactions with the staff, it was often mentioned that the therapy dog did more for the employees than it did for the child victims. This resulted in additional units throughout the Brevard County Sheriff's Office being allowed to have employee owned dogs within the office space during work hours. The effects being expressed is an increase in moral and work product.

Another unexpected impact of the therapy dog program was the expansion of uses for the therapy dog team. During the first few months of the pilot-program, an investigator with the Economic Crimes Unit expressed the difficulties of interviewing elderly victims of financial exploitation due to memory loss and stress. Upon reviewing the research, Kanamori et al. (2001)

found that therapy dog interactions increased cognitive responses and reduced symptoms of dementia. This opened the door for allowing the therapy dog to be utilized to assist elderly victims as well. After examining additional areas for use of a therapy dog team, the deployment standards were expanded and the therapy dog was used for multiple engagements. Currently, the therapy dog team is also being used to conduct soft interrogations with suspects. What has been discovered is that the reduction of stress allows keen investigators to observe deceptive body language as the stress of lying becomes more observant. Observations of four different suspect interviews utilizing the therapy dog team revealed that the suspects would stop petting the therapy dog when confronted with details of their crime. An explanation for the behavior is associated with detective deceptive body language through kinesiology (Walters, 2000). As suspects become more cognitively involved with creating a lie, they subconsciously lose the ability to multi-task, resulting in restricted body movement, or the inability for the mind to concentrate on secondary body movement like petting the dog. This behavior characteristic has assisted the investigators by highlighting when suspects are beginning to be deceptive and is suggested for future studies on using therapy dogs.

Additionally, the therapy dog program has also been used with and is now a part of the Critical Incident Stress Management (CISM) team. This is a team that responds to incidents such as mass casualty, employee or family deaths, officer-involved shootings, or any other traumatizing event affecting the organization. The team offers peer support and is designed to assist others with understanding traumatic stress and processes to reduce it. By incorporating the therapy dog team, an additional significant stress reducer is introduced at the time of a traumatic event and can reverse the negative psychological reactions.

When examining the benefits the therapy dog team has provided to the Brevard County Sheriff's Office, it can be said that the impacts were needed. Increased disclosure rates in child victims, increased knowledge and communication between the multidiscipline organizations, and providing an investigative tool that produced higher arrest and more completed case closures are three of the major achievements. When compared with the cost of the therapy dog program being less than \$3000 a year, the cost-to-effect analysis supported the continuation of the program. Currently, the Brevard County Sheriff's Office is in the process of implementing a second investigative therapy dog team and is incorporating a therapy dog training center in conjunction with the Brevard County Animal Services. The training center will utilize shelter dogs and female inmates from the Brevard County Jail to train future law enforcement therapy dogs which will be given to law enforcement agencies throughout the State of Florida at no cost.

Limitations and Recommendations

The outcomes of the therapy dog program have shown statistical significance in the use of therapy dogs for child victims. But, one of limitations is that the sample size, although holistic, is small and there is a need for expanding the program in order to obtain further results to increase the validity and reliability of the analysis. Currently, the results of the program are dependent on one therapy dog team. It could be assumed that the results are due to the effect of either the individual team, the individual dog, or the additional changes to the multidiscipline team due to the increase in knowledge and overall reduction of stress. Therefore, in order to effectively examine the reduction of stress and increase in disclosures due to the use of a therapy dog, additional therapy dog teams must be examined in different geographic locations, using the same benchmark data collected during the pilot-program. This ensures that the measurements

are reliable and will eventually create valid results that show whether or not the use of therapy dogs is relevant in increasing disclosures.

Another limitation of the therapy dog program is the current atmosphere in the United States on the use of therapy dogs. Because therapy dogs are often used with persons with disabilities, the laws in regard to therapy dog processes and definitions are lacking (Montroll, 2011). The standardizing of therapy dog practices is inconsistent across the United States and there are misleading rules and regulations. One of the reasons Florida laws require a Nationally Registered therapy dog is due to the reputation of the few organizations who do provide restricted and monitored standards such as Therapy Dog Inc. But, because there is a lack of standards and laws, it becomes simple for any person to portray that they have a trained therapy dog even if the dog has never been evaluated. This creates misconceptions and allows for improper program implementations that can result in negative outcomes such as a child being bitten or harmed and negative liability falling on organizations. Since the concept of using therapy dogs within the justice system being a new practice, having an individual or an organization implement a therapy dog program without proper constraints could result in all therapy dog programs being suspended or eliminated. This is why it is important to create a proper program design model to ensure there are consistent and proven standards with practices that already address the ability to avoid improper practices. The recommendation to avoid this outcome is to follow a consistent program design that ensures all future programs are implemented properly and if a change in practice is needed, the adaptation can be applied without having to cater to separate or individually designed models. Although limitations exist at this point, if the initial results and future programs are implemented as designed the outcomes

should provide a significant impact on the future of investigation crimes against children and the justice system as a whole.

CHAPTER FOUR: IMPLICATIONS & APPLICATION OF COURSEWORK

Organizational Implications

Upon completion of the therapy dog program implementation, the Brevard County Sheriff's Office began to explore additional uses and relationships involved with utilizing the concept-to-practice model. The successful program development and results provided through the analysis showed that the tested methods decreased apprehension and increased overall buy-in when attempting to apply organizational change. Additionally, by eliminating communication barriers and allowing outside academic evaluations, the critiques and suggestions provided were received as professional assistance and not as a position of highlighting incompetence as previously perceived in the organizational culture. What was witnessed is that through cooperation and communication, law enforcement personnel were humbled and receptive to the increase in knowledge provided by the in depth analysis which led to a successful transition to a change in practice with little resistance, as theorized by Clark & Estes, (2008). By displaying how the application of the concept-to-practice model was successful in law enforcement, the Brevard County Sheriff's Office has moved to create a permanent researcher-practitioner partnership with the University of Central Florida. This partnership is an example for future research practices in the justice system and displays the positive impacts researcher-practitioner based studies have on analyzing changes for best-practices.

L.E.A.D.E.R.S. Initiative

During the implementation of the therapy dog program, other investigators became motivated to apply their own concepts to create best-practices. This resulted in the Brevard County Sheriff's Office requesting to apply additional program concepts utilizing the same concept-to-practice model provided to the therapy dog program. As a result, the concept-to-practice model provided an opportunity to create a true researcher-practitioner partnership with an academic research institution. Upon creating a partnership with the University of Central Florida through a Memorandum of Understanding, the L.E.A.D.E.R.S. initiative was created. The acronym stands for Law Enforcement Academic Direct Engagement Research System, and incorporates a workgroup of academics, law enforcement practitioners, community organizations, and student interns. The concept-to-practice model assists in providing a procedure of events where an organization can input a concept which is then thoroughly examined using empirically tested methods all the way through with the potential to become a statewide or national program model. The use of the initiative has also assisted the University of Central Florida, as the Brevard County Sheriff's Office began accepting student-interns for the first time in 2014, expanding applied sociology studies. The process allows academic researchers, students, and law enforcement practitioners to work together in order to address and understand current social issues and problem-solving possibilities. The increase in communication and cooperation has produced several further studies that are currently in different phases of the concept-to-practice model.

The impact of the concept-to-practice model has created a Phase 1: Pilot-Study on a domestic violence strangulation program that utilizes forensic nurses to collect previously

unobserved medical symptoms of strangulation which assist in providing the much needed evidence for prosecution. Student interns assisted in collecting benchmark data on over 700 domestic violence cases and assisted the primary research investigator in locating reporting issues. This information allowed for the Brevard County Sheriff's Office to adjust the curriculum on domestic violence training for officers to include the necessary details for articulating strangulation symptoms and resources for victims. Additional instruction has been created for medical personnel and other first responders, as well as the distribution of pamphlets among the community to increase awareness of the deadly effects of strangulation. The program has become a completed model and is currently being examined for statewide replication.

Another program, which is in the Phase 1: Gap Analysis, stage is a human trafficking probe which utilizes student interns to examine call-for-service data to locate stopping points of criminal organizations along the Interstate 95 corridor. The primary research investigator worked with detectives in the Special Victim's Unit to target behavioral characteristics of human trafficking organizations. The literature review also located successful and failed investigative methods for targeting suspects, and alternative approaches for locating victims. The results have produced the evidence to support a need for law enforcement to focus on human trafficking crimes and the program has been approved to enter the design phase for building a pilot-program to begin in August 2015.

Additionally, the initiative has already begun the processes to develop relationships with law enforcement agencies and universities throughout the United States to create multiple L.E.A.D.E.R.S. workgroups. By combining the efforts of multiple workgroups, true researcher-

practitioner partnerships will have the ability to form the foundation needed to bring law enforcement best practices far beyond current practices.

Research & Development Unit

In addition to creating a research workgroup, the administration of the Brevard County Sheriff's Office is currently in the process of creating a Research and Development Unit with the responsibility of locating, implementing, and evaluating innovative programs. After observing the ability to create benchmarks and properly measure organizational change, the administration found the need to measure current programs. The ability to properly review a change in practice not only allows the Brevard County Sheriff's Office to ensure the change is necessary, but it can also justify budgetary resources by allowing administrators to prioritize resources based off effectiveness. By using the tested evaluation methods, the reliability of the program results contains a higher level of validity and can ensure administrators they are making the right decisions. Additionally, when a suggested change is presented, the administrators can request an evaluation of the procedures to ensure that all possible outcomes are examined and any necessary adjustments can be made to address any concerns. The process will not only assist in ensuring the organizational processes run smoothly, but it also allows administrators to be more focused and aware of the organizational process that ultimately produce a higher level of efficiency.

Application of Course Work

When examining how the course work of the doctoral program was applied during the dissertation-in-practice, it can be observed that the concept-to-practice model was created directly from the curriculum provided within the Ed.D. program. The program was more of a

process that provided the framework for examining problems-of-practice using tested methods for locating tangible results that created positive impacts. By utilizing each step in the process, the therapy dog program and the concept-to-practice model were built and refined simultaneously as each milestone of the program was completed. This can be reviewed by breaking down the processes of the concept-to-practice model in order and observing how the processes in each phase are associated with the processes and steps of the curriculum.

Year One, First Semester

The first semester consisted of developing an understanding of the problem-of-practice. This was conducted by learning the proper methods for locating reliable scholarly literature and broadening the scope of the problem. As the semester progressed, the emphasis was to cross reference the understanding of the problem from the occupational perspective with the research perspective in order to allow for a thought process that viewed the problem through several different lens. What occurred is deeper awareness into the different subsections that dissected the problem and the need to develop a stronger understanding of each subsection before moving onto a solution. For the therapy dog program, this began with examining research on child abuse, disclosure rates, best practices on handling child victims, as well as the effects of anxiety and psychological reactions. Further review examined practices for using therapy dogs, practices for reducing stress, and the laws and procedures of the justice system. At the same time, we began to explore theories of motivation, knowledge, and organization gaps that often lead to barriers in performance. The application of these theories assisted in reviewing each step of the problem to include, the child victim, the multidiscipline employees, the separate organizations within the justice system, and the overall social processes for fighting child abuse. By the end of

the semester, several tools were applied to the problem including; Anderson et al. (2001), and Vygostky (1978), for analyzing cognitive aspects related to child victims, Bandura (1977), for understanding self-efficacy within the multidiscipline employees, and Champion (2002), for locating reliable literature and scholarly articles. The impact of the first semester shifted the perspective of the problem way from the narrow practitioner view, which allowed for re-examining the problem and developing additional options for a solution.

Year One, Second Semester

The second semester built off the first, by providing a process for funneling what the literature review unveiled into a more in-depth understanding of practices and exposed true issues by conducting a gap analysis. The gap analysis subdivided the problem even further using theoretical framing such as Clark & Estes (2008), and Bolman & Deal, (2003). The framework provided different lenses to examine each possible cause to the problem. The examination not only determined whether or not the cause was the root of the problem, but allowed for an additional review of literature to determine if different solutions would be effective in addressing multiple causes. For the therapy dog program, this assisted in understanding that motivational and educational causes were a part of the problem, but the root of both was the actual low disclosure rates as a results of current organizational structural practices. The overall solution was to develop a method for changing organizational practices within the multidiscipline team that increased disclosure rates while also not interfering with judicial processes. In addition to the deeper understanding of organizational practices and solutions, further instruction was given on the ability to locate reliable benchmark data within the individual organization to support the need for change and a measure for determining if the change has the possibility of being

effective. This resulted in the ability to locate a dependable disclosure rate analysis by using a tested method found through additional literature reviews that met the requirements of the available databases within the Brevard County Sheriff's Office. By the end of the second semester, the needed material for a dataset and program model were available and ready to be constructed.

Lab of Practice I

One of the key components of applying the course work was the use of Labs of Practice (LoP). After spending two semesters gathering the needed material to construct the foundation of a possible program design, the LoP allowed for the opportunity to apply what had been learned within the students' organizations. For the first LoP, time was spent collecting data on three years' worth of case information to locate a reliable disclosure rate. Once the disclosure rate data was collected, the solution analysis from the second semester assisted in creating the pilot-study program design. The significance of the LoP was applying the skills and knowledge learned from the first year of course work. The ability to examine the problem with actual application allowed for a deeper understanding of the curriculum. This also allowed for the proper changes to be made to the therapy dog program prior to implementation. The therapy dog concept was first implied to be created for forensic interviewers only and did not include any option of being a law enforcement tool. During the process of analyzing the problem, using the methods provided throughout the first year, allowed for the concept to evolve in order to effectively address the problem of disclosure rates. It was realized that the law enforcement organization was not only the proper organizational structure for implementing the program, but both resource and cost-effective at the same time. By the end of the LoP, the concept had moved

from just trying to make a child feel comfortable during the interview, to decreasing anxiety throughout the entire investigative process while also increasing communication and knowledge of the multidiscipline team. What had occurred is that by analyzing the problem through so many different facets, the program design incorporated several changes in practice that addressed multiple causes all at the same time instead of just one possible cause and solution. This would not have occurred with the original concept and would have more than likely led to failure as it was later discovered the cost of liability insurance was too costly for the Children's Advocacy Center.

Year Two, First Semester

In the beginning of the second year, a problem had been examined and a solution had been implemented. The first part of the second year began with a more in-depth understanding of data analysis and organizational leadership theories. This process provided two separate but equal attributes. The deeper understanding in data analysis provided the tools for conducting analysis that were focused on being valid and reliable. For the therapy dog program, having one quantitative measure for a benchmark, (disclosure rate), was not sufficient for an empirical design methods. What was learned was the ability to locate further data within the organization that could triangulate the results in order to further support the impact, as suggested by, Bernhardt (2004). This understanding resulted in two additional measures of case closures being used to measure an increase or decrease in communication with child victims. It was also learned why it is important to have reliable and valid data, in regard to replicating consistent and sustainable programs. This aspect of the second year is what allowed for the full pilot-program design and presented with the proper framework to obtain buy-in from administrators.

The second part of this semester is what prepared the presentation and management aspect of implementing organizational change. By examining leadership theories, it was learned that when planning organizational change all aspects of the personnel need to be examined in order to successfully gain cooperation throughout the process of change. For example, when designing the presentation for the therapy dog program, there was a need to provide information for directly affected personnel as well as administration and managers. By examining each group such as, field investigators, managers, administrators, and judicial planners, each had to be approached differently in order to obtain buy-in. Field investigators want to know about the impact on child victims. Managers and administrators are more concerned with implementation processes and cost-effectiveness. Judicial planners and others are more concerned with the legal and procedural aspects involved. Therefore, by reviewing each group through leadership theory traits, the ability to cater a presentation and adapt to personality differences was highly important for gaining buy-in and trust. Without the understanding of leadership traits an improper presentation could have ended the program before it even had a chance to begin, especially if personality differences had not been understood properly. As resistance was first felt during the initial promotion of the program, tactics in handling certain leadership personalities assisted in reversing the resistance into cooperation (Gardner, 2006). The knowledge learned in this semester was just as essential as all the other components and added to the foundation of the program by building the framework needed to ensure the design did not collapse.

Year Two, Second Semester

By the beginning of the second semester for year two, the doctoral process had assisted in designing a program for implementing a change in practice. For the therapy dog program, the

pilot-study was underway and functioning as designed. During this semester the process of evaluating programs was introduced. The course work consisted of applying several different types of evaluation methods to a program and determining which evaluation methods were proper to use and if the results of the evaluation answered the questions desired. The evaluation method chosen for the therapy dog program was the tested methods developed by Leonard Bickman (1996), for examining social service programs. The evaluation focused on ensuring the program was introduced into the organization as it was planned, examining the overall results, and a theoretical explanation for the evaluation results. What was learned is that the reliability and validity of the evaluation is just as important as the work that goes into the design. By the end of the course, an evaluation model had been created for the therapy dog program, which was to be conducted during the second LoP.

An additional tool obtained during the evaluation coursework was the use of a Logic Model. Although the tool was introduced as part of a separate evaluation plan, the instruction also incorporated the use of a Logic Model during program design as well. This tool was not only useful for the therapy dog program, but during the process of creating additional programs within the Brevard County Sheriff's Office. The Logic Model allowed for a program design to be divided up among the stakeholders and organizations in order communicate the processes for reaching goals and creating impacts, all within a one page image. This use of this simple tool assisted in breaking down objectives, planning timelines, and producing written results.

Concentration Courses

To complete the overall examination of the processes, the use of an additional lens to refine the concentration of knowledge provided a more in depth understanding of what is

occurring within the organizational atmosphere. For an organization such as law enforcement, outside environmental changes have a significant effect on the organizational processes and change. Therefore, the theoretical lens of sociology allows for a practitioner in law enforcement to review social changes and problems that are occurring outside the organization in order to have a better understanding of what could occur for both the society and the organization when changes are made. This was observed in the concept-to-practice model through the use of ethnographic observation practices and with understanding the impacts of the therapy dog interactions during the evaluation stage. The use of sociological lenses also provides an additional review for possible variables. For the therapy dog program, the use of the social theory, Symbolic Interactionism (Blumer, 1969), allowed for the understanding of how individuals perceive law enforcement and why these perceptions exist. This assisted in not only understanding why children and adults experience increased anxiety with police but also ways and times when to engage individuals to shift the perception to a more positive influence. The theory explained why children would communicate more as well as creating ideas for other changes in practice to address negative perceptions.

An addition to the application of the sociological lens for addressing the therapy dog program, one of the benefits gained from utilizing sociology was the ability to locate resources. By building research relationships with sociological researchers at the University of Central Florida, funding, equipment, and personnel have provided an additional resource for the Brevard County Sheriff's Office. As researchers locate funding for the Brevard County Sheriff's Office to implement innovative practices, the researchers gain the ability to conduct applied and directed research. Both organizations benefit from the relationship while also producing positive

outcomes for communities effected by law enforcement practices. The collaboration between researcher and practitioner is a much needed practice that has eluded research on law enforcement for decades (Rosenfeld, 2007).

Lab of Practice II

The second Lab of Practice consisted of conducting the evaluation of the therapy dog program. By using the Bickman (1996) model, the therapy dog program showed that the process for implementing the therapy dog interactions, as well as the process for collecting the data, had been conducted as planned. The results of the quantitative analysis supported the increase in disclosure rate and communication. LoP II also consisted of presenting the therapy dog program at several professional and academic conferences, which allowed for input from outside practitioners and researchers on what adjustments to make in order to cater to the different types and sizes of law enforcement agencies. This was a practice learned throughout the Ed.D. program and was commonly referred to as locating Critical Friends. The Critical Friends concept introduced the humbled understanding that others may have more knowledge and insight in certain subject matter. It was often highlighted that by locating and communicating with the sentinel scholars of a certain research area, one could eliminate wasted time and energy trying to locate needed information by simply asking for assistance. Much of the credit to evolving the therapy dog program and the concept-to-practice model goes to those sentinel scholars and professional practitioners whose influence can be located in stitch work of the overall design. In utilizing the practices of locating resources through Critical Friends, the work becomes lighter and the results provide a solid foundation for program framework to begin. By the end of the LoP II, the therapy dog program was adjusted in order to produce a sustainable program within

the Brevard County Sheriff's Office, and the needed material for conducting a re-design for statewide implementation have been obtained. Finally, the overall examination of the program allowed for processes to be reviewed and adjusted on a larger scale for replicating the program within additional law enforcement agencies.

Conclusion

The final conclusion for completing the program and refining the work was the essential process of the dissertation-in-practice. Although the pilot-program had shown to be successful, the focus now was the objective of being able to articulate the entire process into a manuscript. Undertaking this process can be overwhelming due to the amount of information that has been collected and analyzed over the last two and half years. But, just as the doctoral coursework provided a process for dissecting and categorizing needed materials and information, so did the dissertation process. The tools and practical application methods used allowed for the entire therapy dog program to evolve into a process of its own. In doing so, the concept-to-practice model became clear and the ability to articulate the processes of the therapy dog program navigating through the model provide the overall application of how the coursework was applied and why the program was successful. In the end, this manuscript not only acts as a measure for academic achievement, but it becomes the manual for replicating the therapy dog program on a state and national level and a model for future researcher-practitioner based program design.

The process provided by the Ed.D. program produced a significant impact for child victims, investigative practices, and practitioner-researcher relationships. There is no doubt that the knowledge obtained throughout the process will continue to provide positive impacts far beyond graduation. By approaching higher education through the applied scholarly method,

research and professional practices combine to produce more effective methods for understanding and implementing positive change. The overall process is the next step for evolving the doctoral education to meet the organizational and social needs of the future. In a time when technology and innovation influence all aspects of our society, research and practice must embrace one another and the educational practices which introduce these relationships must adjust as well. For this to occur, educational practices need to involve more applied methods that allow students to learn how to create researcher-practitioner relationships prior to graduation, not on their own afterward. The methods of instructing students on how to utilize academic tools without true field application lacks proper preparation and only increases the probability that the students will disengage from researcher-practitioner practices after graduation once placed in the position to address real organizational barriers. This adds to the separation of researcher and practitioner as the appearance of obtaining a higher education seems to be ineffective by those in the field. By including the applied practices within the curriculum, the students are given the opportunity to address real problems with the assistance of academic scholars and organizational field mentors. The method not only allows the student to apply the curriculum and retain knowledge gained through in depth cognitive understanding, but the fear of addressing real organizational barriers is reduced prior to graduation. The result of the applied method are students who can be more effective for their organizations and produce the much needed change within our social systems. The experience of this Ed.D. program and dissertation-in-practice does just that. There is no doubt that the tools gained from this education will be effective in creating positive impacts far beyond graduation.

APPENDIX A: CHILD PROTECTIVE SERVICE MANUAL

CHAPTER 6

Initial Assessment or Investigation

Caseworkers feel pressure from many different directions—children, families, statutory and agency expectations, and themselves. Family members who are reported to child protective services (CPS) typically feel embarrassed, defensive, angry, confused, threatened, and helpless. As families experience these feelings, they need the CPS caseworker to provide them with information to understand what they are accused of, what may happen, what the next steps are, what they can expect from the agency, and what they are expected to do. The agency expects the caseworker to meet the statutory deadlines by quickly gathering information about the children and family and determining if maltreatment occurred, the likelihood that it will occur again, and the threat of immediate serious harm to the child. At the same time caseworkers should manage their own fears and doubts—Is the child really safe? What else could I have done?⁴¹

This chapter describes the purposes of the initial assessment or investigation—to gather and analyze information in response to CPS reports, to interpret the agency’s role to the children and families, and to determine which families will benefit from further agency intervention. After interviewing all parties and gathering all relevant information, CPS caseworkers must determine whether maltreatment has occurred and can be substantiated. In most States, CPS staff are mandated by law to determine whether the report is substantiated or founded (meaning that credible evidence indicates that abuse or neglect has occurred) or whether the report is unsubstantiated or unfounded (meaning that there is a lack of credible evidence to substantiate child maltreatment—but does not mean it did not necessarily occur). Depending on State law, CPS agencies usually have up to 30, 60, or 90 days after receiving the report to complete the initial assessment or investigation. A major part of the initial assessment or investigation includes determining whether there is a risk or likelihood of maltreatment occurring in the future and whether the child is safe (not at risk of imminent, serious harm). In addition, CPS caseworkers must decide whether ongoing services to reduce risk and assure child safety should be provided by the CPS agency or other community partners. This chapter addresses the following:

- Effective initial assessment or investigation characteristics
- Initial assessment or investigation decisions
- Initial assessment or investigation processes
- Interviewing techniques

- Community involvement
- Special practice issues
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EFFECTIVE INITIAL ASSESSMENT OR INVESTIGATION CHARACTERISTICS

In cooperative investigations, CPS workers form an alliance with both the children and family. In a well-handled investigation, the worker:

- Involves the children and family during the exploration of the allegations to gain their perceptions of the allegations;
- Focuses on the children's, the parent's, and the family's strengths and resources; their plans for building protective factors; and past and present actions to protect the children;
- Listens carefully to the family's experience to make sure they know they have been heard and understood;
- Demonstrates sensitivity and empathy regarding the anxiety experienced by the children and family;
- Communicates clearly and openly CPS's statutory role;
- Focuses on small steps, making sure the children and family understand each one;
- Involves the children and family in the decisions that affect them by providing choices and opportunities for input;
- Demonstrates flexibility in the interview;
- Focuses on gathering comprehensive information rather than trying to identify solutions, which is best left for later in the casework process.⁴²

INITIAL ASSESSMENT OR INVESTIGATION DECISIONS

To make effective decisions during the initial assessment or investigation process, the CPS caseworker must have competent interviewing skills; be able to gather, organize, and analyze information; and arrive at accurate conclusions. Critical decisions that must be made at this stage of the CPS process include the following:

- Is child maltreatment substantiated as defined by State statute or agency policy?
- Is the child at risk of maltreatment, and what is the level of risk?

- Is the child safe and, if not, what type of agency or community response will ensure the child’s safety in the least intrusive manner?
- If the child’s safety cannot be assured within the family, what type and level of care does the child need?
- Does the family have emergency needs that must be met?
- Should ongoing agency services be offered to the family?

Decision Point One: Substantiating Maltreatment

The substantiation decision depends on the answers to two questions: “Is the harm to the child severe enough to constitute child maltreatment?” and “Is there sufficient evidence to support this being a case of child maltreatment?”⁴³ Even in those cases lacking evidence, CPS caseworkers should still document information since unsubstantiated reports may eventually show a pattern that can be substantiated. Due to varying State regulations regarding the expungement of records, this may not be possible for all agencies.

Upon completion of the initial assessment, the caseworker must determine the disposition of the report based on State laws, agency guidelines, and the information gathered. CPS agencies use different terms for this decision—substantiated, confirmed, unsubstantiated, founded, or unfounded. To guide

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caseworker judgment in making the substantiation decision, each State has developed policies that outline what constitutes credible evidence that abuse or neglect has occurred. Most States have a two-tiered system: substantiated-unsubstantiated or founded-unfounded. Some States have a three-tiered system of substantiated, indicated, or unsubstantiated. The indicated classification means the caseworker has some evidence that maltreatment occurred, but not enough to substantiate the case.

At this point in the decision-making process, caseworkers should ask themselves:

- Have I obtained enough information from the children, family, and collateral contacts to adequately reach a determination about the alleged abuse or neglect?
- Is my decision on substantiation based upon a clear understanding of State laws and agency policies?

- Have I assessed the need for other agency or community services when CPS intervention is not warranted?⁴⁴

The following sections discuss substantiation decisions for different types of maltreatment— child neglect, physical abuse, sexual abuse, and psychological maltreatment.

Determining Child Neglect

Determining child neglect is based on the answers to two questions: “Do the conditions or circumstances indicate that a child’s basic needs are unmet?” and “What harm or threat of harm may have resulted?”⁴⁵ Answering these questions requires sufficient information to assess the degree to which omissions in care have resulted in significant harm or significant risk of harm. Unlike the other forms of maltreatment, this determination may not be reached by looking at one incident; the decision often requires looking at patterns of care over time. The analysis should focus on examining how the child’s basic needs are met and identifying situations that may indicate specific omissions in care that have resulted in harm or the risk of harm to the child.⁴⁶

Affirmative answers to the following questions may indicate that a child’s physical and medical needs are unmet:

- Have the parents or caregivers failed to provide the child with needed care for a physical injury, acute illness, physical disability, or chronic condition?
- Have the parents or caregivers failed to provide the child with regular and ample meals that meet basic nutritional requirements, or have the parents or caregivers failed to provide the necessary rehabilitative diet to the child with particular health problems?
- Have the parents or caregivers failed to attend to the cleanliness of the child’s hair, skin, teeth, and clothes? It is difficult to determine the difference between marginal hygiene and neglect. Caseworkers should consider the chronicity, extent, and nature of the condition, as well as the impact on the child.
- Does the child have inappropriate clothing for the weather and conditions? Caseworkers must consider the nature and extent of the conditions and the potential consequences to the child.
- Does the home have obvious hazardous physical conditions? For example, homes with exposed wiring or easily accessible toxic substances.
- Does the home have obvious hazardous unsanitary conditions? For example, homes with feces- or trash-covered flooring or furniture.

- Does the child experience unstable living conditions? For example, frequent changes of residence or evictions due to the caretaker's mental illness, substance abuse, or extreme poverty?
- Do the parents or caregivers fail to arrange for a safe substitute caregiver for the child?

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- Have the parents or caregivers abandoned the child without arranging for reasonable care and supervision? For example, have caregivers left children without information regarding their whereabouts?⁴⁷

While State statutes vary, most CPS professionals agree that children under the age of 8 who are left alone are being neglected. It is also agreed that children older than 12 are able to spend 1 to 2 hours alone each day. In determining whether neglect has occurred, the following issues should be considered, particularly when children are between the ages of 8 and 12:

- The child's physical condition and mental abilities, coping capacity, maturity, competence, knowledge regarding how to respond to an emergency, and feelings about being alone.
- Type and degree of indirect adult supervision. For example, is there an adult who is checking in on the child?
- The length of time and frequency with which the child is left alone. Is the child being left alone all day, every day? Is he or she left alone all night?
- The safety of the child's environment. For example, the safety of the neighborhood, access to a telephone, and safety of the home.

Determining Physical Abuse

In determining whether physical abuse occurred, the key questions to answer are "Could the injury to the child have occurred in a non-abusive manner?" and "Does the explanation given plausibly explain the physical findings?"⁴⁸ The caseworker must gather information separately from the child, the parents, and other possible witnesses regarding the injuries. The following questions may help determine if abuse occurred:

- Does the explanation fit the injury? For example, the explanation of a baby falling out of a crib is not consistent with the child having a spiral fracture. It is important to know the child's age and

developmental capabilities to assess the plausibility of some explanations. It is also crucial to receive input from medical personnel and exams.

- Is an explanation offered? Some caregivers may not offer an explanation, possibly due to denial or an attempt to hide abuse.
- Is there a delay in obtaining medical care? Abusive caregivers may not immediately seek medical care for the child when it is clearly needed, possibly to deny the seriousness of the child's condition, to try to cover up the abuse, or in hope that the injury will heal on its own.

Caseworkers must also examine the nature of the injury, such as bruises or burns in the shape of an implement, e.g., a welt in the shape of a belt buckle or a cigarette burn.

Determining Sexual Abuse

In addition to the factors mentioned in determining physical abuse, the caseworker should ask the following questions to determine whether sexual abuse has occurred:

- Who has reported that the child alleges sexual abuse? For example, caseworkers should be alert to separated or divorced parents making allegations against each other.
- What are the qualifications of the professional reporting the physical findings? For example, if the health care providers do not routinely examine the genitalia of young children, they may mistake normal conditions for abuse or vice versa.
- What did the child say? Did the child describe the sexual abuse in terms that are consistent with their developmental level? Can the child give details regarding the time and place of the incident?
- When did the child make a statement or begin demonstrating behaviors suspicious of sexual abuse and symptoms causing concern? Was the

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- child's statement spontaneous? Has the child been exposed to adult sexual acts?
- Where does the child say the abuse took place? Is it possible for it to have occurred in that setting? Is it possible that the child is describing genital touching that is not sexual in nature? For example, bathing the child.⁴⁹

Determining Psychological Maltreatment

Psychological maltreatment has been given relatively little serious attention in research and practice until recently. There are many reasons for this, including problems with inadequate definitions, failure to establish cause-and-effect relationships, and the difficulty of clarifying the cumulative impact of psychological maltreatment.⁵⁰ In order to determine if psychological maltreatment or emotional abuse occurred, caseworkers must have information on the caregiver's behavior over time and the child's behavior and condition. Caseworkers must determine whether there is a chronic behavioral pattern of psychological maltreatment, such as caregivers who place expectations on the child that are unrealistic for the child's developmental level, threaten to abandon the child, or direct continually critical and derogatory comments toward the child. There also must be indicators in the child's behavior suggestive of psychological maltreatment; however, the child's behavior alone is often insufficient to substantiate a case. Caseworkers must determine whether the child has suffered emotional abuse. The following questions may help determine if psychological maltreatment has occurred:

- Is there an inability to learn not explained by intellectual, sensory, or health factors?
- Is there an inability to build or maintain satisfactory interpersonal relationships with peers or adults?
- Are there developmentally inappropriate behaviors or feelings in normal circumstances?
- Is there a general pervasive mode of unhappiness, depression, or suicidal feelings?
- Are there physical symptoms or fears associated with personal or school functioning, such as bedwetting or a marked lack of interest in school activities?⁵¹

Demonstrating a causal connection between the caregiver's behavior and the child's behavior is often difficult to substantiate. This minimally necessitates that the caseworker observe caregiver-child interaction on several occasions, as well as be informed from other sources' observations (e.g., school personnel, relatives, and neighbors).

Decision Point Two: Assessing Risk

Risk factors are influences present in the child, the parents, the family, and the environment that may increase the likelihood that a child will be maltreated. Risk assessment involves evaluating the child and family's situation to identify and weigh the risk factors, family strengths and resources, and agency and community services.⁵² While risk assessment has been an integral part of CPS since the field's inception, the formalization of the process and decision-making, through the development of risk assessment instruments, has taken place just within the last 12 to 15 years.⁵³

APPENDIX B: BCSO K-9 MANUAL



BREVARD COUNTY SHERIFF'S OFFICE

K-9 UNIT

OPERATIONS MANUAL

Revised 10/06/2014

BREVARD COUNTY SHERIFF'S OFFICE

K-9 OPERATIONS MANUAL

FORWARD

The purpose of the K-9 Operations Manual is to provide members of the Brevard County Sheriff's Office K-9 Unit a realistic set of guidelines to ensure the Unit operates within Agency Policy, Florida Department of Law Enforcement Standards and Training Policies and Procedures, and Florida Law.

All members of the K-9 Unit shall become familiar with the guidelines set forth in this manual, will be governed by them, and will update their issued manuals to conform with the latest official changes.

All members of the K-9 Unit will be issued a hard copy of this manual to be used during their tenure with the K-9 Unit. This manual will also be available on DMS, where any future updates will be available. It is the responsibility of the K-9 Unit members to print any updates that become available.

SECTION: A

SUBJECT: Mission and Organization of the K-9 Unit

PURPOSE: To outline the general organization and mission of the K-9 Unit (see Section A-1, Chain of Command)

SCOPE: The K-9 Unit is part of the Operational Services Division

One supervisor who is assisted by a certified Florida Department of Law Enforcement Canine Trainer(s) heads the unit.

The supervisor and the trainer(s) handle all of the administrative, operational, and training needs of the unit. The mission of the unit is to provide the agency with the services of trained police canines.

SECTION: A-1 CHAIN OF COMMAND - K-9 UNIT

SHERIFF

CHIEF DEPUTY

UNIT COMMANDER

UNIT LIEUTENANT

K-9 UNIT SUPERVISOR

UNIT TRAINERS AND HANDLERS

SECTION: A-2

SUBJECT: Duties and Responsibilities – K-9 Unit Supervisor

PURPOSE: To describe the duties and responsibilities of the K-9 Unit supervisor

SCOPE: The K-9 Unit supervisor has the overall responsibility for the supervision of the administration and training needs of the K-9 Unit

The supervisor may delegate training and administrative duties to the K-9 Unit trainers or handlers. The final responsibility for the accomplishment of these duties, however, lies with the K-9 Unit supervisor. The following are some specific duties of the K-9 Unit supervisor (these are representative and should not be considered all inclusive): A. Selecting canines for the K-9 Unit.

- B. Assisting with and/or conducting a review board for the selection of prospective K-9 handlers.
- C. Supervise the training of K-9 teams.
- D. Maintain statistical files, as needed, to support the function of the unit.
- E. Maintain K-9 Service Agreements between individual handlers and the Brevard County Sheriff's Office. The supervisor will ensure contracts are prepared, kept current and finalized at the appropriate time.
- F. Order supplies and equipment, as needed for the proper functioning of the unit and ensure items ordered are properly delivered.
- G. Assist in the preparation of K-9 Unit budget requests.
- H. Handle unit correspondence.
- I. Coordinate the presentation of the K-9 teams' prowess in public demonstration.
- J. Assist road supervisors in the proper deployment and usage of K-9 teams in the field.
- K. Provide operational supervision for K-9 teams when required by policy or requested by command personnel.
- L. Perform additional duties as deemed necessary by the Sheriff, Chief Deputy or Special Operations Commander.

SECTION: A-3

SUBJECT: Duties and Responsibilities – K-9 Unit Trainer(s)

PURPOSE: To describe the duties and responsibilities of the K-9 Unit trainers.

SCOPE: A deputy sheriff is selected from among the K-9 handlers by the Sheriff or Chief Deputy and K-9 Unit supervisor, and is designated as a trainer. The trainer(s) must be certified through the

Instructor/Trainer. The specific duties and responsibilities of the K-9 Unit trainer(s) are as follows (these are representative and should not be considered all inclusive):

- A. The trainer conducts training scenarios for the K-9 teams working during the trainer's tour of duty. The trainer is responsible for maintaining a level of training that ensures the ability of the K-9 teams to perform their functions according to agency standards.
- B. The K-9 trainer, in the absence of the K-9 Unit supervisor, is authorized to speak for the supervisor on the K-9 Unit's behalf in situations pertaining to the care and utilization of canines and canine equipment. Any handler who feels he/she has been wrongly advised in the use or care of his/her canine or equipment should contact the K-9 Unit supervisor for clarification of official policy.
- C. The trainer will perform unit administrative duties and any other unit related duties as specified by the supervisor. The supervisory authority exercised by the trainer is contingent upon the constant review and approval of the K-9 Unit supervisor.
- D. The trainer will direct presentations of public demonstrations of a K-9 team's prowess under the authority and command of the unit supervisor.

SECTION: A-4

SUBJECT: Duties and Responsibilities – K-9 Unit Handlers

PURPOSE: To describe the duties and responsibilities of the K-9 Unit handlers.

SCOPE: All K-9 Unit handlers will maintain a police canine. Based on need and situation, K-9 teams may be called to duty at any time. The following are some of the specific duties and responsibilities for K-9 handlers (these are representative and should not be considered all inclusive):

- A. K-9 handlers are deputy sheriffs. They will abide by the same rules and regulations, orders and directives that govern all members of the Brevard County Sheriff's Office. By the very nature of the added responsibility given to K-9 handlers they are expected to have a high level of dependability and judgment. Violations of Agency Rules and Regulations, Orders and Directives that indicate a lack of good judgment or dependability can be the basis for relieving the deputy of his/her canine responsibilities.

B. On duty K-9 teams will respond to crimes in progress and will assist other law enforcement units. K-9 teams will attempt to handle any self-initiated calls and should assist other law enforcement units as a backup when possible. When a K-9 team is called for service outside their assignment or into a municipality he/she will contact their K-9 supervisor.

C. K-9 handlers, while patrolling their assigned area, will enforce federal and state laws as well as county ordinances. They will at all times monitor their radios so they may respond as needed.

D. During their normal course of duty, K-9 handlers are under the direct control and supervision of their respective field supervisors. Matters that involve or affect the general operation of the K-9 Unit will be directed and supervised by the K-9 supervisor. When supporting field units, the K-9 team coordinates, cooperates, and reports to the on-scene supervisor.

E. If a conflict arises between a K-9 handler and a field supervisor as to the usage of the canine, handler should utilize his/her canine to the best of his/her ability. If possible, he/she should have the field supervisor ask for the K-9 supervisor to respond to the scene for clarification. If this cannot be readily accomplished the handler will contact the K-9 supervisor at his/her earliest convenience to have the matter resolved. This section is not to be interpreted as a right to disobey a supervisor's lawful order and in no way exempts a deputy from the responsibility of following directions or orders of any supervisor. In the event directives are given which expose K-9 teams or persons on the scene to excessive risks, hazards, or injuries, the K-9 deputy will advise the on-scene supervisor of the inappropriateness of the action requested.

F. The K-9 handlers will adhere to the instructions and orders given by the K-9 trainer. The trainer has been given, at the discretion and limitations of K-9 Unit supervisor and agency policy, the authority to act in the K-9 Unit supervisor's capacity in his/her absence. Conflicts, unless critical in nature, should be directed, in writing, to the K-9 supervisor at a later time. Conflicts involving the K-9 Unit that require immediate supervisory review will be addressed through the K-9 Unit Chain of Command.

G. Misuse or abuse of the police canine or county issued equipment is grounds for disciplinary action and/or immediate removal from the unit.

H. Training will only be conducted under the direct supervision of, or with the permission of the canine supervisor or a trainer. Any deputy having a training related problem shall contact the canine supervisor or a trainer as soon as they are aware of the problem.

SECTION: B

SUBJECT:

Duty Hours and Uniform

PURPOSE:

To establish the working hours and uniform requirements for the personnel assigned to the K-9 Unit.

SCOPE:

In order to comply with the Fair Labor and Standards Act of February 19, 1985, United States Supreme Court ruling in Garcia v. San Antonio Metropolitan Transit Authority, the following will be adhered to:

- A. K-9 deputies will be granted one hour of each shift to feed, groom, and otherwise care for their assigned canines.
- B. K-9 deputies will be compensated one hour for each scheduled day off for feeding, grooming, and otherwise care for their assigned canines.
- C. When taking leave of any kind, K-9 deputies will be charged with one hour less than their duty hours. This allows one hour for care of the canine as described above, unless the canine is kenneled at the expense of the Sheriff's Office, as the K-9 deputy will not be responsible for the care of the canine during this time.
- D. The duty hours for the K-9 Unit supervisor must be flexible and assigned accordingly to meet the unit's needs. The very nature of the canine function dictates a policy of flexibility regarding the assignment of hours for the supervisor, trainer, and handlers.
- E. The K-9 Unit provides the Sheriff's Office with 7 day per week coverage. The K-9 teams should be assigned as a cover unit in the precinct area in which they are assigned.
- F. Unless otherwise required by special circumstances or by direction from competent authority the K-9 handlers will wear the assigned uniform of the K-9 Unit while working with their canine partner. This section does not exempt K-9 handlers from the general orders regarding the wearing of uniforms while not working with their assigned canine.
- G. When K-9 handlers are called to service from an off duty status, they will wear their K-9 uniform.
- H. When a K-9 handler is off duty, but on-call, he/she will respond to a page for a call out by telephone or radio to acknowledge the page and advise their response time, within fifteen minutes of receiving notification of the call.

When K-9 teams are off duty, any supervisor may authorize a call out after a scene has been evaluated. A monthly on-call schedule will be provided to the Communications Center by the K-9 supervisor.

SECTION: C

SUBJECT: Reports and Forms

PURPOSE:

To record and describe the various reports and forms used exclusively by the K-9 Unit.

SCOPE:

The following reports, which are used exclusively by the K-9 Unit, record all data needed to achieve the administration of the unit in a professional manner.

- * K-9 Report
- * Road Patrol K-9 Unit Training
- * Use of K-9 Report
- * Monthly K-9 Usage
- * Monthly K-9 Unit Usage

All K-9 Unit reports will be initiated and maintained by the individual handlers. Reports are to be turned in weekly to the K-9 supervisor via the K-9 trainer. Handlers are responsible for retaining copies of all reports. The reports will be kept up to date, organized, and prepared for courtroom presentation at all times.

SECTION: D

SUBJECT:

Selection of K-9 Handlers

PURPOSE: To outline the general procedure for the selection of deputies to be assigned to the K-9 Unit.

SCOPE:

Deputies wishing to apply for a position with the K-9 Unit will do so by memorandum to the Sheriff via chain of command when a vacancy occurs. A review board will be convened to review qualifications, interview position applicants, and establish an eligibility list.

SELECTION CRITERIA:

- A. Results of background check; i.e., attendance reports, driving record, performance evaluation reports, commendations, reprimands, internal affairs records, etc.
- B. Education, training and special skills; i.e., training schools attended, prior experience in the field of law enforcement, canines, etc.
- C. Additional considerations will be the applicant's reason for seeking the position, his/her suitability for the position (whether or not he/she will be able to work with a canine and provide a suitable living environment for the canine at the applicant's home) and how the applicant's selection would be beneficial to the unit.
- D. Applicants must be non-smokers due to the adverse effect of smoke on the canine's night vision and olfactory senses.

THE CRITERIA DESCRIBED ABOVE IS NOT INTENDED TO BE ALL INCLUSIVE.

SECTION: E

SUBJECT: K-9 Training

PURPOSE: To describe the general procedures involved in the training of K-9 teams for the Brevard County Sheriff's Office K-9 Unit.

SCOPE: A. A regional training center will coordinate and approve the training and certification of new patrol K-9 teams. The course will consist of classroom and field instruction as required by the Florida Department of Law Enforcement Standards and Training Commission. The K-9 supervisor will have supervisory responsibility for the new K-9 teams during this training period.

B. All K-9 teams will be trained to the standards set forth by the Florida Department of Law Enforcement Standards and Training Commission.

C. Experienced K-9 handlers who acquire an experienced canine partner may qualify for a shortened training course. Depending upon the individual team, they may only need to take the state approved proficiency test for certification.

- D. All K-9 teams will receive in-service training on a weekly basis. All training will be documented and kept on file by the K-9 Unit supervisor.
- E. On a bi-weekly basis, the respective K-9 handler will upload all training and usage forms to the designated server.
- F. Any problems or deficiencies noted in K-9 teams will be addressed and corrected at training sessions.

SECTION: F

SUBJECT:

Care of Canines

PURPOSE:

To outline the duties and responsibilities of a K-9 handler in the care of the police canine.

SCOPE:

The following are the duties and responsibilities of a K-9 handler in the care of the police canine.

- A. **FEEDING** - The canine should be fed once daily, preferably at the same time each day, but not immediately prior to his/her tour of duty, and fresh water must always be available.
- B. **GROOMING** - The canine's coat should be brushed and combed daily. Nails must be kept close-clipped. Flea and tick spray should be applied when needed.
- C. **BATHING** - The handler is required to bathe his/her canine when needed.
- D. When the canine is left unattended in the police vehicle, every effort will be made to ensure the inside of the police vehicle remains cool, under 86 degrees Fahrenheit, and there is ample water for the canine. If possible, the police vehicle will be parked in a manner that takes advantage of areas that are protected from direct sunlight. The Canine Lifeguard System will be utilized.
- E. Fresh water will ALWAYS be available when the canine is in the police vehicle.
- F. The K-9 handler will use their assigned vehicle to transport their canine to and from veterinary appointments.
- G. In the event a police canine gets loose from the kennel, custody, and/or control of the person caring for the canine, the following will occur:

1. The K-9 Unit supervisor, Communications Center supervisor and road patrol supervisor will be notified immediately. The road patrol supervisor will assist in the search for the canine.
2. All available marked units will be summoned to the area to search for the canine.
 - a. The handler on the scene will advise all units assisting in the search if they come in contact with the loose canine, they should open their rear door, allow the canine to jump in, close the door, and contact the K-9 handler to meet and retrieve the canine.
 - b. When possible, K-9 handlers should be the only ones to attempt to make physical contact with the police canine.
3. The Aviation Unit will be notified, if available, they will respond to the area to assist in the search.
4. A case report will be completed by the K-9 handler on the scene.
The K-9 Unit supervisor will complete the After Action Report and forward through chain of command to the Sheriff.

SECTION: F-1

SUBJECT: Canine Care While on Leave Status

PURPOSE: To establish guidelines for the care of the canine while the handler is on leave status.

SCOPE: The preferred procedure for care of the police canine while the handler is on a leave status is the following:

- A. The preferred procedure for care of the canine while a K-9 handler is on leave and not caring for the canine is to kennel the canine in an approved, authorized professional kennel facility.
- B. The handler will notify the K-9 Unit supervisor of the impending leave.
- C. The K-9 supervisor will make arrangements for the boarding of the canine at an authorized facility.
- D. The K-9 supervisor may authorize the boarding of the canine with another K-9 deputy equipped to adequately house the canine.
- E. If the K-9 handler is on approved Family Medical Leave, the K-9 supervisor, in conjunction with the unit commander, will make the decision as to placement/housing of the K-9.

SECTION: G

SUBJECT:

Use of the Brevard County Sheriff's Office Police Canine

PURPOSE:

To establish guidelines for the proper use of the Sheriff's Office Police Canine and to outline the proper usage procedures.

SCOPE:

The following guidelines and procedures shall be employed by the K-9 handlers when the use of the canine is required. Deputies will follow the K-9 handler's instruction when requested to assist, and will provide cover for the K-9 team during a search.

A. AREA SEARCH AND TRACKING - Tracks can be conducted for missing, injured, or endangered persons in addition to aid in the apprehension of criminal suspects. The K-9 team will search a non-enclosed area employing residual and airborne scent to locate the hidden suspect(s). Searches will be conducted on lead. When summoned to do an area search, the K-9 handler will contact the deputy in charge prior to commencing a search. The K-9 handler will establish that a criminal offense has been committed, obtain a description of the offender(s), and verify that an attempt has been and is being made to contain and restrict the movements of the suspect(s). If the canine indicates the possible presence of a hidden offender, the preferred policy of the Brevard County Sheriff's Office is to give ample warning to the presence and imminent use of the canine, and to affect the apprehension of an offender without a canine bite. If tactically feasible, warning will be given, and the offender(s) will be afforded an opportunity to surrender. The handler is responsible for coordinating the apprehension with back-up deputies.

1. Attempts should be made **not** to contaminate the crime scene and the route of escape. Unauthorized persons will not be permitted within the perimeter. In the absence of a supervisor, the initial deputy at the scene will determine who is authorized or unauthorized to enter the perimeter.
2. Physical or other evidence or any scent article at a crime scene should not be contaminated.
3. Prior to the K-9 team conducting a track, a verbal warning may be given. The warning will announce the presence and imminent release of a Sheriff's Office canine. This warning may be given to avoid injuries to innocent bystanders and/or allow the suspect the opportunity to surrender. The warning

will be given only by the K-9 deputy and not given prior to the K-9 team's arrival by on-scene deputies as a ploy for surrender.

B. 2. ENCLOSED AREAS - When searching an enclosed area or fenced in open area, the handler may conduct the search off-lead if the following criteria can be met without placing the canine team in unnecessary peril:

1. The area is sufficiently small enough so that the handler can keep reasonable visual contact with his/her canine at all times.
2. The enclosure surrounding the area has been visually checked to ensure that the canine cannot get out, and that it is high enough so that the canine cannot readily jump it.
3. The handler has made every reasonable effort to ensure that no authorized persons are within the area. This will include, but not be limited to, the giving of a verbal warning.

SECTION: G-2

SUBJECT:

Guidelines for Bite Situations

PURPOSE:

To establish a set of criteria and guidelines to be followed in the use of police canines regarding bite and post bite situations.

SCOPE:

K-9 handlers will utilize all reasonable means to effect an apprehension without incurring a canine bite; however, it is recognized that there are times when this would be an impossible task.

A. The following are considered to be a bite situation:

1. When the handler and/or canine is assaulted or battered.
2. To stop an offender who has committed an arrestable criminal offense, and release of the canine is justified under the chase criteria described in Section G, Paragraph 5.
3. The K-9 deputy may use the canine for self-protection and to assist other law enforcement officers or citizens as necessary in accordance with law and written directives.
4. Under certain circumstances, when the canine locates a hidden suspect that the bite cannot be prevented by the handler; i.e., spontaneous bite.

B. The following are situations where the use of a canine is not authorized:

1. To affect the arrest of a highly intoxicated or feeble person who obviously cannot escape or resist the deputy.

To intimidate, coerce or frighten a subject in custody.

3. To apprehend traffic violators on non-criminal offenses; i.e., civil infractions.

4. To effect an arrest after a subject surrenders, is secured, or complies with the commands of the deputy and poses no threat to same.

C. When a Brevard Sheriff's canine bites a suspect, the handler, without placing the K-9 team in unnecessary peril will:

1. Control the canine.

2. Secure the suspect by assisting law enforcement personnel.

3. Render first aid and request appropriate medical assistance if necessary. It will be the handler's responsibility to ensure timely treatment of the wounds.

4. When possible, remain on the scene and contact a supervisor to respond.

5. Have a supervisor, Crime Scene Unit technician, or the handler take photographs of the person bitten to include the area of the body affected by the bite as well as a photograph that depicts the suspect's full body and face. This may be done at the scene, precinct or hospital, but will preferably be done before treatment, unless obtaining the photographs will cause unnecessary delay in providing critical medical treatment.

6. The K-9 Unit supervisor and patrol supervisor will be notified as soon as possible.

a. The K-9 Unit supervisor will notify the Special Operations lieutenant, or commander if lieutenant is not available, of the situation.

7. The following reports will be completed:

a. Brevard County Sheriff's Office Offense Report

b. Arrest Report

c. K-9 Usage Report

d. Response to Resistance

8. Five (5) packages of these reports will be prepared for distribution to:

a. Chief Deputy

b. Precinct Commander

c. Special Operations Commander

- d. K-9 Unit File
- e. Professional Standards D. Accidental Bite Situations:
 - 1. The K-9 handler will control the canine. First aid will then be rendered and request made for appropriate medical assistance. The handler will then obtain the name of the person bitten along with his/her address and phone number. The handler will complete a case report. Photographs of the injury will be taken if consent from the subject can be obtained.
 - 2. The K-9 Unit supervisor and patrol supervisor will be notified as soon as possible.
 - 3. The following reports will be completed:
 - a. Brevard County Sheriff's Office Offense Report
 - b. K-9 Usage Report
 - 4. Five (5) packages of these reports will be prepared for distribution to:
 - a. Chief Deputy
 - b. Precinct Commander
 - c. Special Operations Commander
 - d. K-9 Unit File
 - e. Professional Standards
 - 5. The handler will make no statement as to liability or fault in the matter.
 - 6. If a minor accidental bite occurs during authorized K-9 training, the K9 supervisor or trainer will decide if any reports are needed depending on the severity of the injury. Appropriate reports will be completed any time the skin is broken.

SECTION: H

SUBJECT: Use and Care of the Brevard County Sheriff's Office K-9 Vehicles

PURPOSE: To provide guidelines for the care and use of assigned Sheriff's K-9 vehicles.

SCOPE: Each K-9 handler is assigned a specially designed and marked Sheriff's Office vehicle on a twenty-four hour a day basis. The following is a description of special equipment in the vehicle, and a set of guidelines and procedures for the day to day usage and care of said vehicle.

A. VEHICLE CAGE - all K-9 vehicles are equipped with a canine carrier behind the front seat, separating the passenger area from the rear canine area. This carrier is meant to prevent the canine from exiting his compartment unless specifically permitted to do so by the handler. The cage will be

constructed so the opening can be secured with a minimum of effort to prevent the canine exiting the rear compartment. Testing will be done to ensure the handler can exercise complete control over his/her canine to prevent any injury to citizens, other deputies, or the canine. Training will be conducted to ensure the handlers can maintain control over their canine while both entering and exiting the cage.

B. The vehicle's passenger side rear door is spring-operated. The door can be operated as any normal car door from the outside. However, inside the door handles are inoperative. Additionally, the door can be opened by a remote control device carried on the K-9 deputy's belt.

C. The canine vehicle will be washed and vacuumed when needed.

D. Each handler will be responsible for having his/her vehicle serviced when due.

E. Both sides of the vehicle will clearly identify that the vehicle contains a canine.

F. When a handler anticipates being absent from work a minimum of forty work hours, they will turn in his/her assigned Sheriff's Office patrol vehicle.

G. While enroute to and from work or when utilizing the vehicle in connection with any other agency duties, K-9 handlers will remain cognizant that they are in a marked patrol unit. They shall remain alert to requests for assistance and monitor BCSO radio broadcasts. They shall be prepared to change immediately into an on-duty status as requested or needed. H. Only job related equipment will be carried in the county vehicle.

I. Sufficient fuel shall be maintained in the vehicle so that the K-9 team may respond directly to any location within the county without having to stop for fuel. A fuel gauge reading of 1/2 full shall be considered sufficient. In the event of an emergency or when called to a scene, the handler shall report to the designated location without delay.

SECTION: H-1

SUBJECT: Canine Lifeguard Alarm System

PURPOSE: To describe the operating procedures of the Canine Lifeguard Alarm System.

SCOPE: The vehicle is equipped with an interior temperature monitoring device (heat alarm). All K-9 handlers will know and fully understand the Canine Lifeguard Alarm System. They will follow all the procedures to ensure the system is used properly.

It is the responsibility of the K-9 handler to learn the operating procedures and functioning of the Canine Lifeguard System installed in their assigned vehicle. This system will be maintained in operational condition and utilized anytime the canine is left unattended in the patrol vehicle. The proper functioning of the system will be tested on a weekly basis. K-9 handlers are required to maintain a log in their patrol vehicle that documents the weekly testing and proper functioning of the system.

APPENDIX C: BCSO STANDARD PROCEDURES (K-9)



BCSO STANDARD OPERATING PROCEDURES

SU-11 CANINE (K-9)

Series: (SU) Specialized Unit

Approved Date: March 1, 2006

Sheriff's Approval: Digital

Revision Log: May 13, 2014: Changes throughout

May 12, 2011: Changes and deletions throughout

April 15, 2008: Added Section 3—Patrol K-9 Vehicle

Review Due Date: May 13, 2017

Review Frequency: 3-Year

1. **PURPOSE**

K-9 officers are to perform searches, tracks, and other related duties when called out.

They will perform searches as prescribed by law for drugs, suspects, lost persons, etc. When not on a call-out, the deputy and K-9 will be assigned to a precinct patrol squad for routine patrol.

2. **POLICY** None

3. **PROCEDURES:**

A. Selection requirements:

1. K-9 officer openings will be posted agencywide and selection made by command endorsement and review board qualifications.

2. Deputies must have completed the Field Training and Evaluation Program and one-year probationary period with the agency.

3. No sustained formal disciplinary action within the past 12 months.

4. Must be physically able to control a police K-9.

5. Must review and sign the Brevard County Sheriff's Office K-9 Deputy Handler Agreement.

B. Training and Certification

1. FDLE Patrol K-9 Certification (Annually)
 2. ATF National Odor Recognition Test (NORT) (Biennially)
 3. BCSO K-9 Explosive Detection Certification (Annually)
 4. BCSO K-9 Drug Detection Certification (Annually)
 5. Maintenance training
- C. Deployment and Call Out
1. K-9 teams are assigned to Operational Services. In instances where a K-9 team is summoned to a scene, on-scene personnel should secure the scene, establish a perimeter and prevent scent contamination until the K-9 team arrives. If a K-9 team is used for crowd control, the shift supervisor should notify a lieutenant from the precinct it occurred and the K-9 supervisor as soon as possible.
 2. K-9 teams can be used for:
 - a. Searches
 - b. Tracking
 - c. Crowd control
 3. When supporting field units, the K-9 team coordinates, cooperates, and reports to the on-scene supervisor.
 4. In the event directives are given that expose K-9 teams or persons on the scene to excessive risks, hazards, or injuries, the K-9 deputy will advise the on-scene supervisor of the inappropriateness of the action requested.
 5. On-duty K-9 teams
 - a. On-duty K-9 teams will respond to crimes in progress and will assist other law enforcement units.
 - b. The K-9 team will handle any self-initiated calls and should assist other law enforcement units as a backup when possible.
 6. Off-duty K-9 teams
 - a. When K-9 teams are off duty, the patrol supervisor may authorize a call out after a scene has been evaluated.
 - b. A monthly K-9 On-Call Schedule will be provided to the Communications Center by the K-9 supervisor.
 - c. When the on-call K-9 deputy is notified of a call-out via pager or other means, he/she will contact the Communications Center supervisor within 15 minutes and give an estimated response time.

D. Authorized Uses of K-9 Teams

1. Tracking and Area Searches - tracks can be conducted for missing, injured, or endangered persons in addition to aiding in the apprehension of criminal suspects. The following procedures will be used when K-9 teams are requested to track:

a. Area Search – an area search may be conducted if there is not a starting point for a track. The following procedure will be followed:

1) Attempts should be made **not** to contaminate the crime scene and the route of escape.

Unauthorized persons will not be permitted within the perimeter. In the absence of a supervisor, the initial responding deputy at the scene will determine who is authorized to enter the perimeter.

2) Any type of evidence or scent article at a crime scene should not be contaminated.

3) Deputies will assist the K-9 team as directed by the K-9 deputy.

4) Prior to the K-9 team conducting a track, a verbal warning may be given.

The warning will announce the presence and imminent release of a Sheriff's Office canine. This warning may be given to avoid injuries to innocent bystanders and/or allow the suspect the opportunity to surrender. The warning will be given only by the K-9 deputy and not given prior to the K-9 team's arrival as a ploy for surrender.

b. Building Search - The following procedures will be used:

1) The first deputy on the scene will deploy backup units to establish a perimeter around the building.

2) Deputies on the scene will maintain the perimeter and not enter or allow anyone else to enter the building. Deputies should not stand near the point of entry or exit.

3) The deputy in charge of the scene should brief the K-9 deputy of the situation upon his/her arrival. Attention should be focused on the entry and exit points, movement detected inside the building and/or perimeter, or any other pertinent information.

4) Deputies on the scene should ensure that everyone stays clear of all doors and windows while the K-9 team searches.

5) Prior to the K-9 team conducting a building search, a verbal warning will be given. The warning will give notice of the presence and imminent release of a Sheriff's Office canine. This warning will be given to avoid injuries to innocent bystanders and allow the suspect the opportunity to surrender. The warning will be given only by the K-9 deputy and not given prior to the K-9 team's arrival as a ploy for surrender.

2. Crowd Control - canine use for crowd control may be conducted at the request of a supervisor.

The following procedures will be used when a K-9 team has been requested for crowd control:

a. No K-9 team will be used for crowd control without the knowledge and authority of the on-duty supervisor, unless the delay in obtaining said authority places citizens or deputies in unnecessary peril. In the absence of an on-scene supervisor, the K-9 deputy will determine use of the canine to prevent or avoid injury to a law enforcement officer or citizen.

b. The shift supervisor will notify a lieutenant of the use of a K-9 team for crowd control as soon as possible.

c. In the event K-9 teams are used for crowd control, the team should work in conjunction with other K-9 teams, if available.

d. The canine will not apprehend people unless the actions of the crowd escalate to the point where the K-9 handlers and/or deputies are in danger of physical harm.

e. The K-9 deputy will keep his/her canine on a lead to ensure the canine maintains a reasonable distance from the nearest person in the crowd being dispersed, unless the situation dictates that the canine be released to apprehend and control a suspect.

3. Protection - The K-9 deputy may use the canine for self-protection and to assist other law enforcement officers or citizens as necessary in accordance with law, and written directives (K-9 Operations Manual).

4. Object Search - the following procedures will be used when a K-9 team is requested to conduct an article search, narcotics search or explosive search: a. Article Search

1) A supervisor will evaluate the need for a K-9 team to conduct an article search. The scene should be secured to prevent contamination and no one should be allowed within the search area.

2) The deputy on the scene will be responsible for the protection of any recovered evidence until it can be properly processed and collected.

b. Narcotics Search – The following procedures will be used when K-9 teams are requested to conduct a narcotics search.

1) The deputy on the scene will be responsible for ensuring the scene is not contaminated. The scene should not be searched prior to the K-9 team's arrival.

2) It is the responsibility of the K-9 deputy to explain the limitations or capabilities of his/her canine.

3) The deputy on the scene must be prepared to take the appropriate measures after the canine gives a positive alert indicating the presence of the odor of narcotics (i.e. arrest, secure a search warrant if needed, take custody of the located narcotics and place into evidence).

4) Narcotics detection canines will not be used to search for narcotics on a person.

5) Doors and windows of structures or vehicles to be searched should be left closed until the K-9 team begins the search.

c. Explosive Search – The following procedures will be utilized when K-9 teams are requested to conduct an explosives search.

1) If a suspicious item is located during the initial search, the Bomb Unit will be notified.

2) Only Bomb Unit personnel will request an explosive-detection K-9 team when a suspicious item has been found.

3) When a bomb threat has been made and a particular area in a building has been targeted, the explosive-detection K-9 team may respond.

4) The explosive-detection K-9 team may respond upon request to conduct a sweep prior to the arrival or during the stay of a dignitary, or at an area where a threat assessment reveals the possibility of an explosive device being placed.

5) The explosive-detection K-9 deputy will coordinate with Bomb Unit personnel when appropriate.

6) Bomb Unit personnel are responsible for keeping the K-9 Unit supervisor abreast of current trends in improvised explosives and components to ensure updated training is obtained.

5. Public Relations – The Brevard County Sheriff's Office K-9 teams are vital tools that enhance public relations in the community.

a. Requests for public demonstrations should be routed through the Community Relations Liaison.

b. Care will be taken to prevent accidental injury to the public while demonstrations are being conducted.

E. Unauthorized uses of canine – K-9 teams will not be used for the following situations:

1. To affect the arrest of a highly intoxicated or feeble person who obviously could not escape or resist the deputy.

2. To intimidate, coerce, or frighten a suspect in custody.

3. After a suspect surrenders or is secured and complies with the commands of the deputy and poses no threat.

4. Safety precautions relating to canines - when a K-9 deputy is injured, on-site personnel will take the following precautions. These precautions are necessary to avoid injury to Sheriff's Office Personnel while the canine is protecting his/her handler.

- a. The K-9 vehicle or handler will not be approached unless the injury is life threatening.
- b. The K-9 supervisor and the closest K-9 deputy will be notified immediately to respond.
- c. The injured handler will attempt to control the canine.
- d. If the above fails and the situation is life threatening for the handler, disabling force may be necessary to secure the canine. This action must be a last resort.

F. Working with K-9 teams

1. Deputies will follow the K-9 handler's instruction when requested to assist.
2. Deputies will provide cover for the K-9 team during the search.

G. Assisting other agencies

1. Resources permitting, K-9 teams may assist other law enforcement agencies within Brevard County.
2. The K-9 supervisor, or a patrol supervisor, may approve immediate law enforcement requests to assist outside of Brevard County.
3. When assisting other agencies or operating outside of Brevard County, K-9 teams will adhere to Agency directives and mutual aid agreements.

H. Canine Inflicted Injuries To a Suspect

1. When a suspect is injured during a suspect apprehension, the following will occur:
 - a. The handler will control the canine.
 - b. The suspect will be secured by assisting law enforcement personnel.
 - c. Render first aid and request the appropriate medical assistance, if necessary. It will be the handler's responsibility to ensure timely treatment of wounds.
 - d. The K-9 deputy will document all necessary information on the appropriate reports, and forward this documentation through the Operational Services command.
 - e. The injury will be photographed.
 - f. The K-9 supervisor and patrol supervisor will be notified as soon as possible.

- I. Canine Inflicted Accidental Injuries 1. The handler will control the canine.
2. **Medical aid will be summoned.**
3. The K-9 deputy will document the accidental injury using the appropriate reports, and forward the documentation through the K-9 deputy's command.
4. The K-9 supervisor and patrol supervisor will be notified as soon as possible.

- J. If an agency K-9 escapes from the custody of its handler or caregiver, the following will occur:
 1. The K-9 supervisor will be notified immediately
 2. The patrol supervisor will be notified immediately and assist in the search for the K-9
 3. The Communications Center supervisor will be notified immediately
 4. The Aviation Unit will be used, if available
 5. The K-9 supervisor will ensure that the appropriate reports are completed in accordance with the K-9 Operations Manual.

- K. In order to comply with the Fair Labor and Standards Act of February 19, 1985, and the United States Supreme Court Ruling in Garcia v. San Antonio Metropolitan Transit Authority, the K-9 Unit will adhere to the following:

K-9 deputies will receive the following compensation in relation to the duties as K-9 deputies.

 - a. K-9 deputies will be granted one hour of each shift to feed, groom, and otherwise care for their assigned canines.
 - b. K-9 deputies will be compensated one hour for each scheduled day off for feeding, grooming, and otherwise care for their assigned canines.
 - c. When taking leave of any kind, K-9 deputies will be charged with one hour less than their duty hours. This allows one hour for care of the canine as described above, unless the canine is kenneled at the expense of the Sheriff's Office, as the K-9 deputy will not be responsible for the care of the canine during this time.

- L. Patrol K-9 Vehicle
 1. Vehicle Usage
 - a. The primary use of the K-9 vehicle is for the transportation and safety of the police canine, vehicle occupants, and public.

b. The vehicle's back seating area has been modified by removing the rear seat and installing an aluminum "dog box" that houses the canine. The box is designed and manufactured with the safety of the canine, vehicle occupants, and public in mind. It ensures the canine is secured while in the vehicle, until such time the handler removes or allows the canine to depart the vehicle.

c. The vehicle is equipped with an interior temperature-monitoring device (heat alarm) to monitor the temperature inside the vehicle. Should the temperature exceed a pre-set level, the following will occur: 1) the vehicle's horn will activate intermittently
2) the vehicle's rear windows will automatically roll down 3) fans within the vehicle will activate to circulate air 4) vehicle's emergency warning lights will activate.

2. Instructions, Conditions, and Usage of the Vehicle

a. The K-9 vehicle is to be operated by a K-9 deputy for the purpose of patrol and transportation of his/her K-9.

b. The vehicle conforms to the standards set as an authorized apprehension vehicle, fully equipped with emergency equipment.

c. The vehicle is used in the same manner as a regular patrol vehicle with the exception of transporting persons in-custody unless specifically designed for such use.

3. Authorization for Use of the Vehicle

The primary use of the K-9 vehicle is for the transportation of the K-9 by the K-9 deputy. Such uses include, but are not limited to: a. On duty with a K-9

b. Transportation of the K-9 to/from veterinary appointments

c. Use while in an on-call status

d. Any other approved usage by the K-9 Unit supervisor or Sheriff

4. Vehicle Operation/Maintenance

a. Operators of the vehicle must be familiar with the special equipment contained on and within the vehicle if operating the vehicle without the K-9.

b. No one, other than the K-9's handler, should be operating the vehicle while the K-9 is present unless instructed to do so by the handler and/or an emergency situation.

c. The K-9 deputy assigned the vehicle is responsible for:

1) ensuring all maintenance and repairs are performed on the vehicle

2) ensuring all equipment, including specialty equipment is in proper working order at all times

3) maintaining a log of weekly testing of the temperature monitoring device

4) ensuring the temperature monitoring device is de-activated when off-duty

5. Equipment necessary for the performance of the K-9 team's job function is authorized to be stored in the vehicle. Such items include, but are not limited to:
- a. extra duty uniform
 - b. dog food
 - c. extra bottled water
 - d. tracking harness
 - e. dog leashes, choke chains, other K-9 supplies
 - f. bite sleeve
 - g. trunk mounted safe for storage of training aids – explosives/narcotics
 - h. first aid kit for K-9, in addition to regular first aid kit
 - i. electric dog training collar

4. DEFINITIONS

BLOODHOUND UNIT – A separate K-9 unit assigned to the Jail Complex, which may be utilized for search and rescue of lost/missing persons, tracking of criminal suspects/escaped prisoners and cadaver searches.

CANINE (K-9) – Working dog which has been procured and specially trained to execute a number of specific law enforcement and public service tasks which make use of the canine's intelligence, speed, agility, and sense of smell.

K-9 DEPUTY/HANDLER – Deputy specially trained in the care, handling and training of a canine for law enforcement use.

K-9 TEAM – Sheriff's K-9 Deputy and his/her assigned canine.

K-9 TRAINER – Deputy specially trained and certified by the Florida Department of Law Enforcement Standards and Training as a K-9 Trainer.

APPENDIX D: BCSO STANDARD PROCEDURE AS-9



BCSO STANDARD OPERATING PROCEDURE

AS-9 VETERINARY/EMERGENCY CARE (K-9)

Series: (AS) Animal Services

Approved Date: 10/01/2014

Sheriff's Approval: Digital

Revision Log: 10/01/2014: Adopted existing SOPs from County Animal Services and Enforcement

Review Due Date: 10/01/2017

Review Frequency: 3-Year

1. PURPOSE

Provide guidelines to assist Animal Services and Enforcement employees if an animal shows signs of injury or disease.

2. POLICY None

3. PROCEDURES

A. Animals housed at the shelter showing signs of disease or injury should be dealt with promptly. Any employee or volunteer who sees the following signs should notify the supervisor on duty for instruction:

1. Possible Signs of Infectious Disease – Any animal that shows signs or has been identified as having an infectious disease should be isolated from the general animal population

- a. Vomiting and/or diarrhea, especially with blood
 - 1) If bloody diarrhea, always check for parvo/panleukopenia
- b. Coughing and/or sneezing
- c. Neurological signs
 - 1) Circling, 'star gazing', or seizures
- d. Oral ulcers with fever or swelling
- e. Depression; loss of appetite
- f. Circular patches of hair loss

2. Conditions That May Call for Immediate Medical Attention

- a. Temperature greater than 105 (fever) or below 99
- b. Trouble breathing – labored or open mouth
- c. Severe dehydration
- d. Bleeding or extensive, easy bruising
- e. Major wounds or fresh wounds requiring sutures
- f. Severe lameness/fractures, especially with bone exposed
- g. Seizures
- h. Blue, very pale or brick red gums
- i. Injury to the eye
- j. Sudden swollen abdomen
- k. Cat with possible urinary blockage (unable or straining to urinate)
- l. Pregnant animal in distress
- m. Recent history of being hit by a car
- n. Altered consciousness
- o. Evidence of pain – panting, vocalizing, restlessness, failure to bear weight on limb, etc.

B. Supervisor

1. The supervisor on duty will evaluate the animal and determine if necessary to contact the vet tech, staff veterinarian, or transport to an authorized emergency animal hospital for treatment.
2. Authorized facilities for emergency care:
 - a. Garden Street Animal Hospital: 321-267-4615 (NACC)
 - b. Aloha Animal Hospital: 321-777-6444 (SACC)
 - c. Clearlake Animal Hospital: 321-636-4866 (SACC)
 - d. Palm Bay Animal Clinic: 321-725-4609 (SACC)
 - e. Coquina Ridge Animal Clinic: 321-254-4969 (SACC)
 - f. Animal Specialty and Emergency Hospital: 321-752-7600 (NACC, SACC)
 - g. Animal Emergency and Critical Care: 321-725-5365 (NACC, SACC)

APPENDIX E: BREVARD COUNTY SHERIFF'S OFFICE - BITE REPORT

[Empty rectangular box for signature or stamp]

K-9 Perfor man	re:	<input type="checkbox"/>	Satisfactory	<input type="checkbox"/>	Unsatisfactory

DEPUTY SIGNATURE / ID

SWORN TO AND SUBSCRIBED BEFORE ME, THE UNDERSIGNED AUTHORITY THIS _____ DAY OF _____, 20_____

SIGNATURE:

NOTARY / LAW ENFORCEMENT OFFICER IN PERFORMANCE OF OFFICIAL DUTIES

APPENDIX F: BCSO THERAPY DOG K-9 DEPLOYMENT NARRATIVES



BREVARD COUNTY SHERIFF'S OFFICE THERAPY DOG NARRATIVE REPORT

13-135784 – This case involved a 6 year old female who was being seen at an emergency room for a dog bite. During the medical exam, it was determined that she showed signs of possible injury due to sexual abuse. The child and parents were reluctant to have her interviewed by CPI. Even though the child had been bitten by a dog, the therapy dog team deployed and the child's demeanor completely changed to happy and playful. She engaged CPI interviews and the therapy dog team, explaining the circumstances and details of the investigation.

13-136666 – Case involved a three year old boy that would not talk with CPI investigators. He was found to have several bruises and marks that were consistent with possible abuse. After engaging with the therapy dog, the boy disclosed the injuries were caused by his three year old cousin.

13-136667 – Case involved a three year old boy that was included in a separate case as possibly being abused. The boy refused to talk with CPI investigators, but after being exposed to the therapy dog team, the child opened up and disclosed being struck several times by his cousin, explaining the injuries.

13-137792 – This case involved a three year old girl who was discovered performing sexual acts with her brother. The girl would not engage with CPI employees until the therapy dog team was used. The girl was afraid to leave her mother's side in order to be interviewed, but after being asked to "walk" the therapy dog, she was easily separated and led into the forensic interview room. She then engaged with the interviewer until halfway through she became scared and walked out. She was then intercepted by the therapy dog team who sat with her in the hallway, calming her down, at which time she re-engaged with the interviewer and provided a full disclosure of the sexual abuse.

13-150314 – Five year old female made suspicious statements that appeared to be linked with possible sexual abuse. During the interview process, the girl was exposed to the therapy dog team and only engaged for a few minutes. She did not seem interested with the dog and continued to play with the toys provided.

13-151862 – This case involved a seven year old female who had a suspicious mark on her arm that resembled a cigarette burn. During the process of interviewing the child, the grandmother refused to allow her to be interviewed due to the child being scared of other adults. The child engaged with the therapy dog team and immediately changed her demeanor. Upon seeing the change in the child, the grandmother agreed to allow her to be interviewed and examined. To separate the child from the grandmother, she was allowed to take the therapy dog for a "walk" which led to the medical room. Upon examination the child disclosed multiple incidents in detail that reduced suspicion of abuse and allowed investigators to determine that the injury was actually a spider bite.

13-151977 – This case involved a six year old boy who was caught by his mother touching his 5 year old brother's penis. During the process of interviewing the child, he refused to speak with CPI interviewers and denied the acts to his mother and law enforcement. After being exposed to the therapy dog team, the child admitted the acts and disclosed that he learned the actions from observing them on television.

13-152023 – This case involved a seven year old boy being sexually battered by his 15 year old cousin. The acts were discovered when the Aunt walked in the bedroom and both boys were acting deceptive. Upon attempting to interview the seven year old, he first denied the allegations, stating that he was just looking for his shoes. The seven year old was then exposed to the therapy dog team and upon being interviewed, disclosed that the 15 year old cousin was attempting to insert his penis into his butt. He added that they learned about this behavior from watching porn on the internet. Due to the child's disclosure, the 15 year old confessed to the act.

13-182217 – This case involved a 10 year old boy who was caught watching pornography on his iPad. When confronted by his mother, he alleged that his sister's boyfriend was watching the porn, then changed his story several times to include being sexually battered by the boyfriend. During further interviews, the child was exposed to the therapy dog team and did not engage or seem interested. The case resulted in the child's statement being disproven.

13-189819 – This case involved an 8 year old child and his 14 year old brother being caught by their sister touching one another's penis. At first, the eight year old would not talk to CPI interviewers until he was exposed to the therapy dog team. The child then admitted that his brother had touched his penis and placed his penis in his mouth. After confronting the 14 year old, he disclosed that both the boys had engaged in oral sex on one another for approximately six months. When re-interviewed, it was determined that the 8 year old only provided a tentative statement due to his active willingness to participate in the sexual acts.

13-190078 (x2) – This case involved two children. Both a 4 and 2 year old were seen at the hospital for several suspicious injuries that were consistent with abuse and neglect. Both children refused to speak with CPI interviews and became extremely upset when attempting to speak with them without the presence of their mother. Both children were then exposed to the therapy dog team, which led to them both being unaware that their mother was no longer present and provided full disclosures of how they obtained the injuries, which was determined to be caused from playing.

13-205268 – This case involved an 8 year old who had been previously interviewed seven months prior for possible sexual abuse. During the original interview, the child denied any allegations of abuse. Due to the child's reluctance to speak with CPI interviewers, she was exposed to the therapy dog team, at which time her demeanor changed and she was willing to speak with forensic interviewers. During her interview she drew pictures of the therapy dog and expressed her enjoyment of the encounter. She then disclosed detailed incidents of sexual abuse that had occurred for approximately three years. Due to her detailed statements being exposed to the suspect during his interrogation, he confessed to the incidents.

13-222272 – This case involved a five year old boy who alleged that his step brother touched his penis. During the process of interviewing the child he was exposed to the therapy dog team and showed no interest.

13-229954 – This case involved a 4 year old female who alleged that her grandfather touched her inappropriately during a visit. While attempting to conduct a forensic interview, the child shows no interest in the therapy dog but provided a disclosure.

13-232383 – This case involved three children, two 6 year old twin girls and their seven year old brother. One of the girls was caught by their mother performing oral sex on the brother. During interviews with the two girls, the first girl who was observed performing oral sex denied the incident. The second girl who was in the room observing also denied the incident but blamed the brother for attempting to make the girls perform oral sex. Both girls were interviewed without being exposed to the therapy dog team. Upon interviewing the boy, he was exposed to the therapy dog team at which time he provided a full disclosure of the events, admitting to his sister performing oral sex, and even admitting to teaching them. He provided detailed statements that included where he learned about oral sex, which was later confirmed from an additional case involving his classmates.

13-252594 – This case involved a 5 year old female whose mother was alleging that she was molested by her biological father. During the interview process, the child was reluctant to talk with CPI interviewers until she was exposed to the therapy dog team, at which time her demeanor changed and she was very outspoken. During the interview, she not only explained the allegations to be untrue, she also provided the motive for her mother reporting the allegations and disclosed that she would be given money for telling investigators a lie.

13-269504 (2) – This case involved two children, both 4 year old siblings, who alleged that their teacher touched them in a sexual manner. Both children were reluctant to speak with CPI interviewers and were extremely shy. Upon being exposed to the therapy dog, both children provided suspicious statements in detail. After being interviewed, one of the children admitted that they were lying about the incident due to trying to cover up an incident done by the other child. Both children then admitted the allegations were not true and were comforted in telling the truth while being exposed to the therapy dog.

13-284773 – This case involved two children, 5 and 7 years old. Both children alleged that their 16 year old step brother had touched them in a sexual manner. During the interview process, both children were exposed to the therapy dog team. The five year old did not appear interested with the dog, while the seven year old engaged and appeared to have a mood change. Both children provided statements that were determined to be truthful and accurate.

13-263142 (3) – This case involved the therapy dog team being deployed to interview three children, ages 4, 10, and 12. All three children had been exposed to the CPI process previously and their parents were very reluctant to have them interviewed. The children had been exposed to living with a juvenile sex offender and there were fears they all may have been abused. Due to the use of the therapy dog team, all three children experienced a change in demeanor and willing provided details and events to dispel any concerns of abuse.

13-302695 – This case involved a two year old who was discovered to have a cigarette lighter burn to his arm. Due to the child's age, he was very fearful of other adults and refused to separate from his mother. After being exposed to the therapy dog team, he quietly and willingly "walked" the dog into the medical room separating him from any family. The child's demeanor was positive and engaging, which resulted in him making the statement that his mother was the person who burned him. His statement later resulted in the mother confessing to the crime.

13-305511 – This case involved a 5 year old girl who was displaying suspicious behavior of possible sexual exposure. The girl was extremely shy and would not talk with CPI Investigators. Upon being exposed to the therapy dog team, she opened up and disclosed sexual abuse by her cousin.

13-318391 – This case involved a special needs 11 year old who had alleged that she was inappropriately touched. The girl was fearful of other adults and did not want to be left alone. After being exposed to the therapy dog, the girl provided a full statement of the events.

13-320571 - This case involved an autistic 3 year old girl who was discovered in a law enforcement sting, being sexually abused by her father. The child was non-verbal and did not have any reaction to being exposed to the therapy dog team.

13-326172 (5) – This case involved the therapy dog team being utilized to conduct multiple interviews at an elementary school in regard to a suspicious incident involving 5 children ages 10-11. Three of the children did not appear interested within the dog while two others, to include the discovered suspect, actively engaged and appeared comforted by having the dog present.

13-340884 (3) – This case involved the use of the therapy dog team to interview three children that had been held by their mother during a child custody dispute. All three children were extremely afraid of CPI services due to their mother telling them they would be harmed and taken away. After being exposed to the therapy dog team, all three children provided statements and it was determined that the mother had coached and lied about multiple incidents involving their father to gain an upper hand in custody court.

13-372198 – 14 year old female reported she was sexually battered but it was suspected she was reporting a false incident. After several interviews, the therapy dog team was used. During the hour and a half interview the therapy dog sat in her lap for most of the time. The female became very open and confessed that she made up the story in order to receive less stress from her parents.

13-376789 – This case involved a 5 year old boy who was extremely shy and unwilling to talk with CPI investigators about the injuries he had to his face, head, and neck. After being exposed to the therapy dog team, the child opened up and explained the injury.

13-380614 (2) – This case involved two children who had witnessed possible domestic violence acts within their home. Both children feared CPI services due to previous encounters and parental influence. After being exposed to the therapy dog team, the 9 year old did not appear interested and only provided small details about the incident. The 5 year old appeared to be fearful at first, but was exposed to the therapy dog during the interview, which resulted him becoming more relaxed and providing more detail about the incident as the interview continued.

14-014238 – This case involved a 9 year old that was being interviewed after a tip was received that she was witnessed performing sexual acts over a webcam. The girl would not disclose information to the investigators and was referred to the therapy dog team. After interacting with the girl for approximately five minutes she began to actively converse and was forensically interviewed. During the interview, the girl provided a detailed disclosure of individuals who were not only coercing her, but several other girls as well. The investigation resulted in the case determining that there were several suspects outside the State of Florida who were discovered and taken into custody.

14-014238 – This 8 year-old child was interviewed after it was disclosed by a previous child that she was coerced into performing a sex act over a webcam. The girl was very reluctant to provide a statement and became much more relaxed after being allowed to sit and pet the therapy dog during the interview. After allowing her to provide treats to the dog and hug him, she then whispered into the dog handlers ear the abuse that had occurred.

14-027835 – 4 year old female made statements to her grandmother about her stepbrother touching her inappropriately. During initial encounters with DCF, the child would not interact with adults. The therapy dog was deployed and the girl began to communicate after petting and feeding the dog treats. She then asked to draw a picture of the therapy dog for the handler, at which time she became very verbal and rapport was built with the forensic interview, leading to a statement of disclosure.

14-036164 – 6 year old male who possibly witnessed his brother being physically abused. Child would talk with CP investigators but would not get into any detail. After being exposed to the therapy dog, the child articulated their punishment as non-physical and denied any physical abuse.

14- 036164 – 3 year old with a black eye and statements made by the biological grandparents believing the child was physically abused by the father. Although the child engaged with the therapy dog team and was openly verbal, upon entering the forensic interview room, the child shut down and did not talk.

14-033870 – 9 year old female disclosed to her mother that she was sexually abused by a former family friend. The victim was reluctant to talk with CP investigators or responding deputies. The victim was brought by her mother to the field office and spent thirty minutes with the therapy dog team. During the exposure, the victim volunteered to tell the details of the abuse, at which time she conducted a sworn interview with an investigator revealing the details. The details matched the suspects behaviors with other victims which he had been previously arrested for. The victims statement was essential for filing additional charges.

14-046060 – 3 year old female who displayed suspicious behavior in regard to someone touching her inappropriately. She was stand-offish with CPI staff and the initial investigator. The therapy dog was deployed prior to the child being interviewed. The child opened up and communicated directly which resulted in a disclosure that no crime occurred and the behavior was linked to a movie.

14-074481 – the brother of a 5 year old female reported to their mother that he observed their 10 year old brother “humping” the female and that he was sexually penetrating. The female was interviewed by CPI and an investigator which resulted in no disclosure. The 10 year old was then interviewed and confessed to having sexual intercourse with the 5 year old girl. Two days later the girl was introduced to the therapy dog team and interviewed, at which time she disclosed in detail being both anally and vaginally penetrated by the 10 year old.

14-074481 – 8 year old male told his mother that he observed his brother and sister having sex. When interviewed by CPI and law enforcement, the boy would not provide details of what he observed. Two days later he was introduced to the therapy dog team and then interviewed, resulting in a full description of the events.

14-106276 – two 7 year-old males were interviewed after a significant domestic violence incident involving their mother and father. The father was accused of stabbing the mother and also slamming one of the twins. During initial interviews on scene, both boys were reluctant to talk with DCF or law

enforcement officers. The following day the boys were exposed to the therapy dog team prior to the interviews, which lead to both boys articulating what they observed as witnesses and one as a victim.

14-106276 – (Copied from above do to having two children involved from the same incident) two 7 year-old males were interviewed after a significant domestic violence incident involving their mother and father. The father was accused of stabbing the mother and also slamming one of the twins. During initial interviews on scene, both boys were reluctant to talk with DCF or law enforcement officers. The following day the boys were exposed to the therapy dog team prior to the interviews, which lead to both boys articulating what they observed as witnesses and one as a victim.

14-111579 – 3 year-old girl found with a significant bruise to her hip after leaving pre-school. When asked by her parents about the injury, she said that her teacher caused it. When interviewed by the CPI, the girl would not speak and only wanted to be with her parent. After being exposed to the therapy dog team, she was able to provide a disclosure that her teacher pinched her because she was crying.

14-112289 – This case involved an 11 year-old girl who supposedly witnessed a lewd or lascivious act on her friend. DCF attempted to talk to her but she was not receptive and did not wish to talk with the forensic interviewer. After being exposed to the therapy dog team for approximately 20 minutes, she agreed to conduct a forensic interview. The girl was interviewed for approximately 2 hours at which time she corroborated the victim's statements which involved her father as the suspect.

14-129751 – This case involved a 5 year-old girl who was caught touching another girl inappropriately. The girl disclosed to her teacher that she learned the behavior from her 9 year-old brother. Upon a CPI attempting to interview the girl, she refused to speak and was extremely shy. The following day the child was exposed to the therapy dog team where she initially would not speak but after approximately 15 minutes the girl became comfortable and was able to provide a full disclosure of the events between she and her brother to the interviewer.

14-141823 – This case involved a 16 year-old having sexual contact with her couch. According to the school staff they believed the female would be deceptive and not open to talking with a male. The therapy dog team was used to interview the victim which resulted in a full disclosure. The victim articulated that the presence of the therapy dog made her feel safe and comfortable talking about the incident.

14-141823 – The therapy dog was used to interview a witness in the above case. The witness became very upset and utilized the therapy dog to calm down. She also articulated she enjoyed having the dog present.

14-141823 – The therapy dog was use to interview the third witness to the above case, who also advised she felt more comfortable having the dog present during the interview.

14-156657 – This case was the first State Attorney interview that utilized the therapy dog team. The 11 year-old victim had reported minimal information during her forensic interview that she had been sexually abused. The ASA requested the therapy dog team in the attempt to obtain more details of the abuse. During the interview, the child never looked away or stopped petting the therapy dog the entire time. She disclosed significant details of the abuse, which the ASA accredited to the use of the therapy dog team. Upon completion of the interview, the victim requested the therapy dog team be present at any time she was interviewed or having to testify.

14-179435 – This case involved an adult Domestic Violence victim who had obtained a traumatic brain injury during the attack. After spending two months in a hospital she was released but had lost a significant amount of her cognitive recall ability. The therapy dog team was used prior to her being subjected to a forensic interview. The victim immediately began to recall events which assisted in the investigation. Arrest was made prior to the interview due to physical evidence.

14-184667 – This case involved a 15 year-old female who was visiting from the State of New York. She disclosed to her mission counselor that she was molested by her stepdad prior to traveling to Florida. During initial contact with DCF, the victim was very shy and did not want to talk about it, saying that it “wasn’t a big deal”. Prior to the forensic interview, the victim was exposed to the therapy dog team for approximately 20 minutes where she began to open up and became comfortable talking with the child protection team. During her interview, she disclosed that she had been abused since she was in 4th grade. She also disclosed that her older sister had been abused by the stepdad and even had a child after she became an adult that she claimed belong to the stepdad. The case was referred back to New York for further investigation.

14-196154 – This case involved a 5 year-old who was touched by another child. The female victim was very receptive to the therapy dog team prior to the interview. She was not shy and engaged actively in conversation. Although she was very interested with the therapy dog, her demeanor was positive and the use of the therapy dog team may not have been relevant to obtaining the full disclosure.

14-196154 – This case was involving the 9 year-old suspect of a child-on-child sexual act. The child was interviewed by the therapy dog team due to him being a suspect. He was very nervous prior to being introduced to the therapy dog. Upon introduction, the therapy dog assisted in reducing the nervousness and the child engaged the dog throughout the interview. The child admitted to the acts and was also able to provide detailed information to where he learned the behavior. The therapy dog may not have had a significant effect, but did provide mitigating support to reduce the child’s nervousness.

14-203106 – This case involved at 15 year-old female who was being interviewed as a victim. The female was not engaged with the therapy dog and communicated without anxiety. As the interview progressed, it was determined that the victim was lying about the incident and when the deception was revealed she became very upset. The female suffers from Bipolar and panic attacks, which she appeared to be experiencing during the interview. The therapy dog was positioned next to her during the entire interview. After she calmed down, she promised to tell the truth to the investigator, which resulted in her engaging the therapy dog while providing her second statement. What was observed is that when the victim was lying, she did not engage the dog, but during the process of telling the truth, she engaged the dog the entire time.

14-204976 – This deployment involved the use of the therapy dog during a State Attorney interview. The 12 year-old victim had expressed to her parents that she did not want to be interviewed any further. Prior to the interview, the victim met with the therapy dog team for approximately 20 minutes and discussed her love for animals, including her own dogs. During the interview, the victim disclosed significant details of her abuse, leading to the attorney to file charges. When asked if having the therapy dog present helped her with the stress, she agreed and asked to have the therapy dog team present at any future events involving the criminal justice system.

14-226355 – This case involved a 7 year-old female with a severe mental disorder. She was discovered to have a cigarette style burn on her hand which she stated was caused from her grandfather. The girl had

been forensically interviewed three times in the past year and each time the interviewer had difficulties keeping the girl focused enough to allow for communication. The girl was introduced to the therapy dog team and she was immediately attached to the dog. She became enthusiastic and cooperative, which resulted in an explanation of the injury which was later determined to be untrue. Although the girl did engage in communication, the injury was later determined to be a bug bite.

14-226043 – This case involved a 12 year-old who divulged to her guardian that she was sexually abused by a friend of the family when she was six. The girl was very shy and did not participate in conversation until the therapy dog was introduced prior to the interview. She then opened up and began to initiate conversation. The girl then entered the interview very relaxed, which allowed her to provide specific details of the abuse and the location of the occurrence. The information was critical to identifying the suspect.

14-231863 – This case involved a 12 year-old girl who was extremely Bipolar and having a manic attack. She was discovered having destroyed her room and had several abrasions and bruises. Her initial allegation was that she was being abused by her mother who smashed her head into the ground and stepped on her arm. After being exposed to the therapy dog, the girl became extremely relaxed and talked calmly with the investigator, at which time it was learned that the girl had been harming herself and the injuries were sustained when her family was attempting to restrain her.

14-267109 - This case involved an 11 year-old girl who made allegations that she was touched inappropriately when she was younger. The girl was shy but did engage in conversation. Upon introduction to the therapy dog team, she was more talkative and relaxed. She initiated conversation and expressed her feelings about wanting a pet. During her interview she did disclose inappropriate touching and was very articulate.

14-293086 - This case involved an 11-year old boy who alleged that his biological father touched him inappropriately. The child also provided a disclosure during the forensic interview in which the therapy dog team was not present. The child was called to testify in court, at which time it was divulged that he was extremely nervous and there was concern that he would not be able to provide the necessary details. The therapy dog team deployed and sat with the boy in a closed witness room where he became relaxed and engaged in open conversation. During testimony, the boy utilized the therapy dog to sit with him, which allowed him to disclose the acts committed against him.

14-346946 – This case involved a 6 year-old girl who had an injury to her forehead, which was suspected of being caused by physical abuse. The female came from a family who was not law enforcement friendly and were apprehensive speaking with protective services. Prior to the forensic interview the female was interacting with the therapy dog team and expressed how she did not like police. She then learned that the therapy dog team were police, including the dog, at which time she stated that she only liked a few police. The child became very engaged with the team, who then introduced her to the forensic interviewer. Upon conducting the interview, the female was very relaxed and was able to articulate that she received the injury while she and her sister were “dog piling” their dad, which was an accident.

14-349154 – This case involved the deployment of the therapy dog team for three children, all under 12, who were involved in a vehicle accident. The children were uninjured by very upset. After being checked by paramedics, the children were staged off the side of the road and engaged the therapy dog. All three children became calm and were even able to provide details of how the accident occurred.

14-352110 – 5-year-old girl has a burn to the side of her neck. She initially told her teacher that her mother caused the injury. Prior to the specialized interview, she was exposed to the therapy dog team and began to communicate with the child protection team that she tied a shoelace around her neck and burned herself as she was attempting to remove it too fast.

14-355937 – This case involved a 12 year-old autistic girl who had extreme difficulties communicating with strangers. The girl was believed to have been abused by a suspect of another victim. Prior to the interview, the girl was exposed to the therapy dog team for approximately 30 minutes, where she played, walked that dog, and engaged in narrative building. The girl opened up and expressed her enjoyment of the therapy dog, which led to a full disclosure during the interview.

14-404001 – This case involved a 3 year-old who had significant bruising to the back of her legs which was alleged to have been committed by the mother's boyfriend. Upon investigators arriving on scene, the suspect took the child and fled on foot. She was later recovered unharmed and the therapy dog team was deployed. While engaging with the therapy dog team, the girl disclosed that it was the suspect who harmed her and she was able to articulate how he struck her and that he used a belt.

15-010376 – This case involved a 9 year-old female who was testifying in the trial of her father who sexually abused her. The victim was set to testify on evening prior, which she was too afraid and did not answer any questions while on the stand. The Judge agreed to allow the child to testify the next morning but denied allowing the therapy dog to be present in the courtroom during testimony. The following day, the child was exposed to the therapy dog for one hour prior to testifying. According to the child's mother and victim advocate, the exposure to the therapy dog made the child relax and changed her demeanor significantly. The child testified for over an hour and a half, upon which she disclosed the abuse to the jury and answered all questions from the attorney's without issue.

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